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ABSTRACT

A study was conducted to research and develop a statewide project for the improvement of home economics teacher education programs in Texas. The steering committee, composed of representatives from the Texas Education Agency, colleges and universities, and public school districts, directed a select group of forty-five state, area, and local home economics educators for a three-day workshop to begin development of competencies. Consultants assisted the groups to research, identify, and clarify desired and/or essential competencies of beginning teachers of home economics in the following areas: child development, clothing and textiles, consumer education, family life education, food and nutrition education, home management, housing, home furnishings and equipment, and teacher education. The competencies were distributed to teacher educators, subject-matter area persons, administrators, and teachers throughout Texas for review and validation. Revisions were made, a format was designed, and the resulting materials were field-tested. Data was collected and tabulated, and curriculum development teams revised the materials into instructional guides. (Samples of the competency-based home economics instructional guides, a list of basic competencies for beginning home economics teachers, field-test instruments, and a pamphlet which explains how to order the materials are appended.) (CT)

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FINAL REPORT

HOME ECONOMICS COMPETENCY-BASED TEACHER EDUCATION INSTRUCTIONAL MATERIALS

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INTRODUCTION

Needs.

Competency-Based Teacher Education

The literature confirms the need for improved teacher education. Teacher education must be responsive to the changing needs of students and accountable to society. Competency-based teacher education is built on the philosophy that education must be responsive to society.

The theories of learning provide a foundation for alternative teaching methods. Competency-based education developed from the philosophy of the Experimentalist movement. Experimentalists such as Dewey viewed the world as constantly changing. In order to be responsive to changing society, educators must constantly gather data on which to base educational practices. Education must be responsive to the individual's needs and motives, and provide the individual with opportunities to develop to his/her potential. Competency-based education developed from these principles (Burns and Klingstedt, 1972).

Competency-based teacher education is structured within a systems framework. The systems framework provides for continual feedback for flexible change according to external forces. The following chart presents a comparison of characteristics of competency-based education and conventional education. This provides a descriptive account of the theoretical and practical aspects of competency-based education (Houston and Howsam, 1972).

Chart 1

Competency-Based Teacher Education	VS	Conventional Teacher Education
Directly related to future teacher's role in school.		Few programs built on the teacher's role.
Developed within a systems approach which continually feed back to maintain a system meeting changing needs.		Program determined by tradition; often developed in piecemeal fashion; unresponsive to change.
Learning is sequential in nature, based on a process moving from the simple to complex.		Course structures are often poorly sequenced.
Specific objectives and goals known by both teacher and student.		Teacher sets goals, but are often not clearly defined. Students are usually unaware of goals.
Motivation is internal, based on the individual's sense of power over the environment by developing competency.		Motivation is external; based on competition.
Experiences and evaluation based on pyschological data.		Little formal research base for learning
Based on the philosophy of democracy and equal opportunity of the individual to learn, with flexible entrance and learning alternatives.		Structured toward the norm population.
Based on the changing needs of students; is continually evolving.		Structured according to the curriculum of the university.
Learning and evaluation is scheduled according to the individual's development.		Learning and evaluation is based on the teacher's schedule.

Chart 1 (continued)

Deals with development of skills and behavior as well as knowledge.	Deals with development of knowledge.
Is also concerned with development of empathy competency such as maturity, openness, empathy, communication and equality.	Concerned mainly with knowledge.
Analyzes personal and group value systems and needs.	Maintains a cognitive level.
Student as well as teacher initiates learning. Students are responsible for learning.	Teacher is active while student is passive. Teacher takes responsibility for learning.
Teacher serves as a resource for students.	Teacher directs students.
Uses innovative forms of instruction utilizing technology and student input.	Mainly uses lecture method with little interaction.
Students have choices of alternative experiences for student learning.	Teacher controls experiences with few alternatives for students.
Students experience opportunity to execute a particular skill.	Students memorize rather than master a skill.
Students are evaluated by objectives that are predetermined. Evaluation may be a demonstration of skills or knowledge. Achievement is based on the individual's gains.	Students are often unaware of expectations. Evaluation is usually a paper and pencil test. Achievement is based on class norms.

Burns and Klingstedt, 1972.
Cooper, Wilford and Johnson, 1972.
Multi-State Consortium for Performanced-Based Teacher Education, 1972.
Houston and Howsam, 1972.

Home Economics Teacher Education

In 1972, the Teacher Education Section of the American Home Economics Association determined that their program of work would include establishing criteria for competency-based teacher education programs in home economics. A survey was conducted to determine the status of competency-based professional education for home economics and a series of workshops were presented. From a national invitational workshop in Ames, Iowa, in February, 1974, and subsequent follow-up meetings, Competency-Based Professional Education in Home Economics: Selected Competencies and Criteria was developed (American Home Economics Association, 1974).

This publication includes a model for implementing competency-based professional education and identifies competencies and criteria to be used for the planning of such a program. The competency areas are limited to the professional education aspect of home economics teacher education. The five competency areas are: Educational Philosophy in Home Economics, Professional Role in Home Economics, Program Planning for Education in Home Economics, The Educative Process in Home Economics, and Research in Home Economics and Education (American Home Economics Association, 1974; Crabtree and Hughes, 1974).

The development of the competencies and criteria by the American Home Economics Association stimulated additional developments in competency-based teacher education. Hughes and Fanslow (1975) discussed the use of the competencies in a teacher education program and analyzed the problem of evaluation. They emphasized that evaluative devices in competency-based teacher education programs must have content validity, objectivity, reliability and usability. Morse and Terrass (1977) also dealt with the problem of evaluation. They developed a rating scale for evaluation, using criteria from Competency-Based

Professional Education in Home Economics. This rating scale could be used for self-evaluation, peer evaluation, and supervision. Such instruments are needed in order to implement competency-based teacher education. The competencies identified by the national workshop were just a beginning.

In response to the need for assessments using the competencies and criteria identified by Competency-Based Professional Education in Home Economics, the American Home Economics Association published a publication in late 1978. It included existing instruments applicable to assessing competency in the area of professional education in home economics. (AHEA, 1978).

Although competence in the professional aspect of home economics teacher education is essential, the subject-matter areas of home economics are equally important in the functioning of the future home economics teacher. In a workshop in Kansas City, sponsored by the U.S. Office of Education, Bureau of Occupational and Adult Education, Division of Vocational-Technical Education, competencies and criteria for subject-matter areas were identified (Iowa State University Press, 1978). They were designed as a basis for planning programs for subject-matter areas for future teachers in consumer-homemaking and occupational home economics. The competency areas include: Clothing/Apparel and Textile Products, Consumer Education and Management, Housing and Living Environments, Human Development and Family, and Nutrition and Food Management (Iowa State University Press, 1978).

Both publications, Competency-Based Professional Education in Home Economics, and Competencies for Home Economics Teachers identify competencies and criteria. However, they do not include materials to support the competencies. Materials developed specifically to support competency-based instruction seem to be void in literature. Blankenship, Bennett and Vickers, (1974) discuss a study begun in West Virginia to identify performanced-based objectives for all home economics subject-matter areas in two certification areas: Comprehensive, 7-12, and Specializations, grades 7-9 and 4-8. The process of identification and organization was completed in a two-year period. The authors discussed the possibilities of modular instruction, but were not specific about which modules have actually been developed. Development of materials appeared to be a part of future plans (Blankenship, Bennett and Vickers, 1974; Blankenship and Vickers, 1974).

Other programs designed specifically for home economics competency-based teacher education are not reflected in the literature. However, several programs for competency-based professional education through vocational education programs, have encompassed home economics in their concerns. Wayne State University used a systems approach to competency-based education in preparing teachers in the areas of distributive education, family life education, and industrial education. The program consists of the competencies in teaching skills and knowledge by future teachers. The competency areas include: Introduction to Vocational and Career Education, Foundations of Education, Methods of Teaching, and Intern Teaching Block (Cook and Richey, 1974).

The Center for Vocational Education, Ohio State University, has developed performanced-based vocational teacher education curriculum for use in preservice and inservice programs in vocational education. The project sponsored by the National Institute for Education and U.S. Office of Education developed 100 vocational teacher education modules, a student guide, a resource person guide, and an implementation guide. The modules were developed from competencies identified for vocational teachers in agriculture, business and office, distributive, health occupations, home economics, technical, and trade indus--trial education. The development of the materials consisted of three main phases: the research base, development of materials, and the testing and revision of the materials (Center for Vocational Education, 1976).

Homemaking teacher education is now in the process of developing competency-based programs and evaluating their impact. Colleges and universities need to implement more innovative approaches to produce teachers with skills, knowledge, and ability relevant to a changing society. Competency-based teacher education is one philosophy that recognizes this thrust toward contemporary competence.

Texas Home Economics Competency-Based Teacher Education Project

Home economics educators of Texas institutions of higher learning expressed an interest to research and develop a statewide project for the improvement of home economics teacher education programs. The educators from 19 Texas universities and colleges with approved homemaking teacher education programs worked to identify basic competencies needed for the beginning teacher in vocational home economics. Mrs. Elizabeth F. Smith, State Director of Consumer and Homemaking, Texas Education Agency, appointed a committee to coordinate and implement the development of competencies in all areas of home economics.

In August, 1974, the Steering Committee, composed of representatives from the Texas Education Agency, colleges and universities, public school districts, and EPD Consortium D directed a select group of 45 state, area, and local home economics educators for a three-day workshop to begin development of competencies. Consultants assisted the groups to research, identify, and clarify desired and/or essential competencies of beginning teachers of home economics in the following areas: Child Development, Clothing and Textiles, Consumer Education, Family Life Education, Food and Nutrition Education, Home Management, Housing, Home Furnishings and Equipment, and Teacher Education. The "Purposes of Home Economics Education" and the Texas Conceptual Framework in Homemaking Education in Texas were used as a basis for group work. The teacher education competencies were further refined using the American Home Economics Association, Competency-Based Professional Education in Home Economics, as a guide..

By January, 1975, the competencies were distributed to teacher educators, subject-matter area persons, administrators, and teachers throughout Texas for review and validation. Revisions were made and approved by the Steering Committee in June, 1975. Basic Competencies for Beginning Teachers of Vocational

Home Economics reflects the efforts of the first year of the project. Consultants and research associates from four universities met to design a systematic structure for the development of competency-based instructional guides directly related to the basic competencies. A format was designed and responsibility designated for development of subject-matter areas. Home Economics subject areas and participating university personnel were:

Child Development Family Living	Dr. Vera Taylor-Gershner Texas Woman's University
Consumer Education Housing, Home Furnishings & Equipment	Dr. Gloria E. Durr Stephen F. Austin State University
Food and Nutrition Clothing and Textiles	Dr. Allena K. Pace Sam Houston State University
Teacher Education Home Management	Dr. Camille G. Bell Texas Tech University

From August, 1975 to June, 1977, the materials in the above eight areas were developed in experimental form. The four consultants and research assistants worked both conjointly and separately to develop materials with a consistent format and high quality content. All experimental materials were printed by EPD and distributed to the 19 colleges and universities in Texas with accredited home economics education programs. Materials in Child Development, Consumer Education, Food and Nutrition, and Teacher Education were sent during spring semester, 1977, and materials in Clothing and Textiles, Family Living, Home Management, and Housing, Home Furnishings and Equipment were distributed in the fall semester, 1977.

During the spring semester, 1977, the teacher education materials were field tested under the supervision of Pat Lindley. Child Development, Consumer Education, and Food and Nutrition were reviewed and critiqued by subject-matter area instructors, but were not formally field tested. The formal field test process was structured into field testing four areas (Child Development, Consumer Education, Food and Nutrition, and Teacher Education) in the fall of 1977 and four areas during the spring of 1978 (Clothing and Textiles, Family Living, Home Management, and Housing, Home Frunishings and Equipment). During the summer of 1977 field test participants were contacted and appointments were set up for field testing.

Field test data for Child Development, Consumer Education, Food and Nutrition, and Teacher Education were collected at the end of the fall semester, 1977. This information was tabulated and given to the curriculum revision team members. In January, 1978 revisions of these guides were begun. Revisions were based on the field test data and were completed in June, 1978.

Field test data for Clothing and Textiles, Family Living, Home Management, and Housing, Home Furnishings and Equipment were collected at the end of spring semester, 1978, and summer session, 1978. Test data were then tabulated and given to the curriculum development team members to begin revision of these four areas in September, 1978. By February, 1979 revisions were completed.

The editing process was begun in June, 1978. Each instructional guide was edited by an editor and proofing staff through EPD Consortium for NE Texas. Revisions and additions were made by the media staff of the Education Service Center Region X. As materials were edited, proofed, and approved by the curriculum team members, they were prepared for printing.

Rationale

Changing society has brought about the need for change in preparing teachers. Teachers of homemaking are faced with helping high school students prepare for life roles within a changing society. Economic problems, pressures of parenting, and increased divorce rates are only a few of the issues facing home economists today.

Leaders in the field of home economics in Texas expressed the need to enhance the preparation of homemaking teachers through the development of competency-based materials. Emphasis was placed on having input from home economists on a statewide basis including homemaking teachers, subject-matter specialists, teacher educators, and Texas Education Agency state staff. These diverse groups have contributed in various ways to identifying competencies, developing materials, field testing materials, and revising materials. The process of material development has facilitated the sharing of ideas among home economists throughout the state as well as increased awareness of the needs of the future homemaking teacher.

The Home Economics Competency-Based Instructional Materials are in response to the need to better prepare the future homemaking teacher to meet the changing needs of students. Competency-based programs have been identified as one way to meet changing needs in education. The Home Economics Competency-Based Instructional Materials project is an innovative and unique competency-based program.

TERMS

Field Test Participant - instructor at a college or university who is using or evaluating the instructional materials

Curriculum Development Team - consultants and research assistants who have developed the materials and who are revising the content of the materials

Editor - person revising materials for structure and grammar

Project Facilitator - person coordinating field testing, revision of materials, and editing of the materials

Competency - knowledge, skills, affective behavior and/or judgment which the student will demonstrate at a predetermined proficiency level

Terminal Performance Objective (TPO) - a major component of a competency

Enabling Objective (EO) - a specific performance relating directly to a TPO and serving as a criterion for achieving competency

Experiences - learning activities written in terms of instructor or student action which provide opportunities for achievement of the competency by the student

Resources - sources of information and available materials which will support the experiences listed and are keyed by number to the bibliography

Appendices - materials for instructor and student use which are contained within each instructional section.

Scope and Benefits

The scope of this project is far reaching. It benefits home economics at several different levels: teacher education at colleges and universities, beginning teachers and their future high school students. The instructional guides completed by this project will enable the participating teacher education institutions to offer competency-based teacher education programs to their homemaking students. It has facilitated sharing of ideas, materials, and resources between universities in Texas, and promoted evaluation of teaching techniques and methods.

In the process of field testing the instructional guides the project provided:

- professional development for homemaking teacher educators
- introduction of subject matter area instructors to competency-based instruction in home economics teacher education
- increased awareness of the needs of future home economics teachers
- personnel development for graduate students through research assistantships
- development of interuniversity cooperation of homemaking programs
- opportunities for females to assume leadership roles in higher education
- development of competency-based materials that will be available through the Home Economics Instructional Materials Center at Texas Tech University.

PROCEDURES

Staff.

Due to the scope of the project, different types of expertise were needed for different types of tasks. Administrative roles included the director who coordinated the total project including the financial and management system of the project; and the project facilitator who coordinated curriculum development and field-testing procedures. The curriculum developers included four consultants with expertise in specific areas of home economics and four research assistants to assist them. A research assistant and editor assisted the project facilitator in field testing and editing materials. Secretarial staff was necessary to support the above professional personnel.

Criteria for selecting professional staff included:

- knowledge and experience in the field of home economics
- journalistic ability
- skills in management
- skills in communication
- specific subject-matter expertise
- training in competency-based education.

The following chart identifies job descriptions and responsibilities.

Project Participants.

Participants in the field testing and evaluation of materials process included administrators, instructors, and students from colleges and universities with accredited home economics teacher education programs. A steering committee composed of teacher educators and teachers of home economics reviewed the project as a whole. Chart 2 identifies the list of universities which participated in the project. The administrators and instructors who participated did so on a voluntary basis.

Chart 1

Job Descriptions and Responsibilities

Key Participants	Nature of Responsibilities	Evidence of Accomplishment and Quantitative Expectations (Where Feasible)
EPD Consortium D		
1. Director	1. Be responsible for: . project management . fiscal management . project evaluation . planning	1. Keep records indicating: . management of records including fiscal records . staff management plan . utilization of evaluation data for project management including input from both process and product
2. Project Facilitator	2. Be responsible for: . project coordination . field-test procedures . analysis of field-test data . coordination of material revisions . coordination of editing and review of materials	2. Keep records indicating: . coordination and facilitation of participants . correspondence file . participation and data collection during field-testing procedures . report on analysis of field-test data

Job Descriptions and Responsibilities (Continued)

Key Participants	Nature of Responsibilities	Evidence of Accomplishment and Quantitative Expectations (Where Feasible)
		• indication of participants and procedures of planning and orientation meetings • completion of revisions and editing • final report on field-testing process • production of prototypes of materials
3. Research Associate	3. Be responsible for: • revision of audiovisual materials • cataloguing of audiovisual materials for future orders • assistance with field-test procedures	3. Keep records indicating: • revisions of audiovisual materials • systematic production system of audiovisual materials • field-test report
4. Editor	4. Be responsible for: • editing of guides and materials for consistency and grammatical structure	4. Keep records indicating: • completion of editing of instructional materials

Job Descriptions and Responsibilities (Continued)

Key Participants	Nature of Responsibilities	Evidence of Accomplishment and Quantitative Expectations (Where Feasible)
Curriculum Development Team		
5. Consultants Dr. Camille Bell Dr. Gloria Durr Dr. Allena Pace Dr. Vera Taylor-Gershner	5. Be responsible for: . incorporation of test data into guide revisions . final review of materials	5. Keep records indicating: . progress of research associates . revisions of instructional guides . completion of content revisions . completion of final review
6. Research Associates	6. Be responsible for: . assisting consultants in revisions of guides	6. Keep records indicating: . assistance in revisions resulting from field-test data
Participating Universities		
7. Field-Test Instructors	7. Be responsible for: . leadership role in field-test procedures . test of materials	7. Keep records indicating: . participation in field-test procedures . completion of: Instructor Form Collection of Student Form Learner Data Form

Job Descriptions and Responsibilities (Continued)

Key Participants	Nature of Responsibilities	Evidence of Accomplishment and Quantitative Expectations (Where Feasible)
		. participation in planning and evaluation meetings
8. Administrators	8. Be responsible for: . institutional involvement information	8. Keep records indicating: . interview with project facilitator
9. Steering Committee	9. Be responsible for: . review of revised materials before finalized	9. Keep records indicating: . results of material review

Chart 2

Field Test Participants

Abilene Christian University

Baylor University

East Texas State University

Incarnate Word University

Lamar State University

Mary Hardin Baylor University

North Texas State University

Prairie View A&M University

Sam Houston State University

Southwest Texas State University

Stephen F. Austin State University

Texas A&I University

Texas Christian University

Texas College

Texas Southern University

Texas Tech University

Texas Woman's University

University of Houston

University of Texas

Some of the universities had more than one instructor evaluating materials in a particular area, therefore, increasing the sample size for each area. Some of the instructors completed evaluations on more than one competency, therefore, increasing the number of times each competency for each area was evaluated. The number of instructors by area who chose to evaluate the materials are identified in Chart 3. Areas evaluated by universities are listed in Chart 4.

Responsibilities and activities of the project participants are as follows:

Participating Universities

Field-Test Instructors	Be responsible for: . leadership role in field-test procedures . test of materials	Keep records indicating: . participation in field-test procedures . completion of: .. Instructor Form .. Collection of Student Form .. Learner Data Form
Administrators	Be responsible for: . institutional involvement information	Keep records indicating: . interview with project facilitator
Steering Committee	Be responsible for: . review of revised materials before finalized	Keep records indicating: . results of material review
Students	Be responsible for: . participation in classes using materials	Keep records indicating: . completion of Student Form

Chart 3

Project Participants by Subject-Matter Area

Child Development: 16

Clothing and Textiles: 23

Consumer Education: 11

Family Living: 16

Food and Nutrition: 26

Home Management: 13

Housing, Home Furnishings and Equipment: 9

Teacher Education: 16

Total number of instructors participating in evaluation: 130

The number of students by area who evaluated the materials are as follows:

Child Development: 34

Clothing and Textiles: 22

Consumer Education: 71

Family Living: 312

Food and Nutrition: 65

Home Management: 105

Housing, Home Furnishings and Equipment: 42

Teacher Education: 247

Total number of students evaluating materials: 898

The number of students by area who were pre- and/or posttested are as follows:

Child Development: 28

Clothing and Textiles: 123

Chart 3 (Continued)

Consumer Education: 128

Family Living: 312

Food and Nutrition: 264

Home Management: 179

Housing, Home Furnishings and Equipment: 0

Teacher Education: 22 (a much larger number were pre- and posttested during spring, 1977, by Pat Lindley)

Total number of students who were pre- and/or posttested: 1056

Chart 4

Areas Evaluated by Universities

Baylor University:	Child Development Clothing and Textiles Consumer Education Family Living Food and Nutrition Home Mananagement Teacher Education
East Texas State University:	Consumer Education Clothing and Textiles Family Living Food and Nutrition Housing, Home Furnishings and Equipment Teacher Education
Incarnate Word College:	Child Development Clothing and Textiles Consumer Education Food and Nutrition Home Management Teacher Education
Lamar University:	Child Development Clothing and Textiles Consumer Education Family Living Food and Nutrition Home Management Housing, Home Furnishings and Equipment Teacher Education
Mary Hardin Baylor College:	Child Development Consumer Education Family Living Food and Nutrition Home Management Teacher Education
North Texas State University:	Child Development Family Living Home Management Teacher Education
Prairie View A&M University:	Child Development Clothing and Textiles Consumer Education Family Living Food and Nutrition Home Management Housing, Home Furnishings and Equipment Teacher Education

Chart 4 (Continued)

Sam Houston State University:	Clothing and Textiles Consumer Education Family Living Food and Nutrition Teacher Education
Southwest Texas State University:	Child Development Clothing and Textiles Family Living Home Management Housing, Home Furnishings and Equipment Teacher Education
Stephen F. Austin State University:	Child Development Clothing and Textiles Family Living Food and Nutrition Teacher Education
Texas A&I University:	Clothing and Textiles Housing, Home Furnishings and Equipment
Texas Christian University:	Child Development Clothing and Textiles Family Living Food and Nutrition Home Management Housing, Home Furnishings and Equipment Teacher Education
Texas Southern University:	Child Development Clothing and Textiles Family Living Food and Nutrition Home Management Housing, Home Furnishings and Equipment Teacher Education
Texas Tech University:	Child Development Clothing and Textiles Consumer Education Food and Nutrition Home Management Housing, Home Furnishings and Equipment Teacher Education
Texas Woman's University:	Child Development Consumer Education Family Living Food and Nutrition Teacher Education

Chart 4 (Continued)

University of Houston:	Clothing and Textiles
	Consumer Education
	Home Management
University of Texas:	Clothing and Textiles
	Consumer Education
	Family Living
	Food and Nutrition
	Home Management
	Teacher Education

ACTIVITIES

This five year project has included many activities and several forms of managing. Each year a management plan was developed and meetings for appropriate participants established. Chart 5 identifies a list of main project activities. Chart 6 identifies dates and locations of field-test participants. Chart 7 identifies curriculum development team members, administrative staff and steering committee members for the five-year project.

Chart 5

Activities

DATE	LOCATION	PURPOSE	RESULTS
8-73	Houston	State Inservice Conference for Vocational Homemaking Teachers	Statement of Need
4-74	Dallas	The National Vocational Home Economics Educators Conference	Competency-based curriculum project support pledged by Texas Home Economics Educators
5-74	Arlington	State Vocational Educator Conference	Further commitment to a cooperative project
8-74	San Antonio	First three-day conference on competency-based curriculum	Competencies listed for cataloging
10-74	Arlington	Meeting of teacher educators	Review
11-74	Houston	Steering Committee Meeting	Defined terms and developed format
1-75	San Antonio	Steering Committee Meeting	Organized competencies according to format
2-75	Local Areas	Subject area committee meetings	Refined the subject area competencies
3-75	Austin: Office of Homemaking Education	Steering Committee Meeting	Review of competencies and progress report
	Statewide	Teacher educators	Further refinement of competencies
4-75	Arlington	Vocational Teacher Educators Conference	Reviewed and revised input from teacher educators
5-75	Arlington	Steering Committee	Final approval

DATE	LOCATION	PURPOSE	RESULTS
8-75	Richardson	Establish format and priority area for each subject area, prepare timeline for proposed work for the team.	Planning of priorities and activities, established format.
10-75	Arlington	Team revision of format and critique of completed materials. Preparation of Evaluation Tool.	Identified problem areas, made appropriate changes, planned meeting with advisory council. Established evaluation procedures.
11-75	Arlington	Share progress with advisory council.	Critique of materials by advisory council and general input into planning.
1-76	Field-test sites	Begin pilot field testing of completed materials.	Established system of material evaluation. Began continuous field testing of materials.
4-76	Arlington	Provide teacher educators with training in competency-based program development and present completed materials to teacher educators.	Gained support of participating educators, presented materials and training in competency-based program development. Displayed materials during Vocational-Technical Teacher Education Conference.
6-76	Arlington	Review completed instructional guides, future planning.	Developed management plan. Reviewed instructional guides.
9-76	Arlington	Review guides with advisory committee. Begin development of field-test procedures.	Critique of materials by advisory committee; began development of field-test instruments.
10-76	Arlington	Give progress report to homemaking teacher educators.	Shared progress with teacher educators and discussed plans for field testing.
11-76	Arlington	To meet with deans, directors, and homemaking teacher educators to present materials and discuss field testing.	Representatives from 19 universities reviewed materials and received field-testing information and instructions. Representatives made commitment to field-test guides.

DATE	LOCATION	PURPOSE	RESULTS
12-76	Participating Universities		Completing of guides in Child Development, Teacher Education, Consumer Education, and Food and Nutrition.
1-77	Field-test sites	Pilot field testing of guides.	Began field testing of instructional guides in completed four areas at the participating universities.
1-77	Arlington	Discuss plans for AHEA presentation; discuss progress of field testing.	Program planned for presentation at AHEA developed. Follow up field-testing forms developed.
4-77	Arlington	Meet with teachers involved with filed testing; review field-testing progress; individual interviews.	Data gathered.
5-77	Arlington	Review field test; product review of newly developed guides; plans for field testing of remaining guides.	Continuing planning.
6-77	Curriculum development sites	Completion of experimantal copies of instructional guides in all areas.	Ready for printing and distribution.
6-77	Participating Universities	Data from pilot field testing collected for first four areas.	Information for materials and formal field testing.
6-77	Boston	Presentation of HECB project at AHEA in Boston.	National visibility.
7-77	Field-test sites	Identified fall field-test instructors for Child Development, Consumer Education, Food and Nutrition, and Teacher Education.	Participants identified.
8-77	Field-test sites	Began on-site visits to 19 universities by project facilitator.	Described field-test process and explained materials.
9-77	Field-test sites	Began formal field testing for Child Development, Consumer Education, Food and Nutrition, and Teacher Education.	Field-testing process begun.

DATE	LOCATION	PURPOSE	RESULTS
10-77	Irving	Home Economics Competency-Based Curriculum project overview presented at Region VI meeting.	Five-state region was introduced to project.
11-77	Field-test sites	On-site interviews with field-test instructors; began data collection; identified and contacted field-test instructors for Clothing and Textiles, Family Living, Home Management, and Housing, Home Furnishings and Equipment.	Obtained field-test data for Child Development, Consumer Education, Food and Nutrition, and Teacher Education; identified field-test instructors; distributed materials for Clothing and Textiles, Family Living, Home Management, and Housing, Home Furnishings and Equipment.
12-77	Field-Test sites	Field-test process continued.	Obtained field-test data.
1-78	Richardson	Began analysis of data.	Prepared report for use of curriculum development team.
1-78	Field-test sites	Contacted instructors using Clothing and Textiles, Family Living, Home Management, and Housing, Home Furnishings and Equipment.	Began field testing for Clothing and Textiles, Family Living, Home Management, and Housing, Home Furnishings and Equipment.
1-78	Irving	Met with curriculum development team to discuss revision process and share research findings.	Began revisions for Child Development, Consumer Education, Food and Nutrition, and Teacher Education.
1-78	Curriculum development sites	Content revision for Child Development, Consumer Education, Food and Nutrition, and Teacher Education begun.	Revisions for materials begun.
2-78	Richardson	Completion of data analysis; development of research report; distribution of report to Steering Committee.	Research findings shared.
3-78	Field-test sites	Distribution of research report to teacher educators; recontact field-test participants.	Research report distributed.

DATE	LOCATION	PURPOSE	RESULTS
4-78	Field-test sites	On-site visits with field-test participants.	Field-test participants interviewed.
5-78	Field-test sites	Data collection for spring field test; begin analysis of data.	Data for Clothing and Textiles, Family Living, Home Management, and Housing, Home Furnishings and Equipment collected.
6-78	Curriculum development teams	Revisions for Child Development, Consumer Education, Food and Nutrition, and Teacher Education completed; analysis of spring field test completed; research report developed.	Materials ready for editing; report on spring field test.
6-78	Dallas	Workshop for curriculum development team members.	Preparation of materials for editing.
6-78	Richardson	Editing begun for Child Development, Consumer Education, Food and Nutrition, and Teacher Education.	Materials ready for printing.
6-78	New Orleans	Present materials in curriculum showcase.	Materials given visibility.
7-78 - 12-78	Richardson	Editing of Child Development, Consumer Education, Food and Nutrition and Teacher Education.	Materials ready for printing.
9-78	Irving	Melting of curriculum team members and research associates to begin revisions for Clothing and Textiles; Family Living; Housing, Home Furnishings and Equipment; and Home Management.	Materials ready for editing.
1-79	Richardson	Editing of Clothing and Textiles; Family Living; Housing, Home Furnishings and Equipment; and Home Management.	Materials ready for printing.
2-79	Austin	Meeting of team members with Mrs. Elizabeth F. Smith.	Project coordination.

Date	Location	Purpose	Results
3-79	Richardson	Printing begun.	
4-79	Austin	Meeting of team members with Mrs. Elizabeth F. Smith.	Project coordination.
6-79	Richardson	Materials completed.	Materials sent to Texas Tech Instructional Materials Center

Chart 6

On-site visits to field-test participants:

Fall Field Testing	Child Development Consumer Education Food and Nutrition Teacher Education
August 1977	
August 23-24	Texas Tech University
August 26	Texas Christian University
August 29	Mary Hardin Baylor
August 30	Baylor University
September 1977	
September 1	Texas Woman's University
September 8-9	University of Texas
September 14	Stephen F. Austin State University
September 15	Tyler College
September 16	Southwest Texas State University
September 19	Incarnate Word
September 20-21	Texas A&I University
September 22	Sam Houston State University
September 23	Prairie View A&M
September 26	Texas Southern University
September 27	University of Houston
September 28	Lamar University
October 1977	
October 17	North Texas State University Texas Woman's University
October 26	North Texas State University
November 1977	
November 17-18	Texas Tech University
November 21	Stephen F. Austin State University
November 22	Sam Houston State University
November 23	Prairie View A&M
November 28	Texas Southern University
November 29	University of Houston North Texas State University
November 30	Lamar University East Texas State University

December 1977

December 1	Baylor University
December 5	Texas Christian University Incarnate Word
December 6	Texas A&I University Texas Woman's University
December 7	Southwest Texas State University
December 8-9	University of Texas
December 12	Mary Hardin Baylor
Spring Field Testing	Clothing and Textiles Family Living Home Management Housing, Home Furnishings and Equipment

February 1978

February 1	Texas Woman's University North Texas State University

March 1978

March 29-30	Texas Tech University
March 31	Texas Christian University

April 1978

April 5	Baylor University
April 6	East Texas State University
April 7	Texas Christian University
April 12	Southwest Texas State University
April 13	Incarnate Word
April 14	Texas A&I University
April 17-18	University of Texas
April 19	Mary Hardin Baylor
April 20	Sam Houston State University
April 21	Prairie View A&M
April 24	Lamar University
April 25	University of Houston
April 26	Texas Southern University
April 27-28	Stephen F. Austin University

Chart 7

STEERING COMMITTEE

Dr. Allena Pace, Sam Houston State University

Dr. Camille Bell, Texas Tech University

Mrs. Virginia Anderson, Lamar University

Dr. Nelwyn B. Moore, Southwest Texas State University

Mrs. Wilma P. Griffin, University of Texas, Austin

Dr. Mary Beth Tuck, East Texas State University

Dr. Gloria Durr, Stephen F. Austin State University

Dr. Grace H. Reynolds, Incarnate Word College

Dr. Barbara P. Mitchell, University of Houston

Dr. Bettie Herring, Fort Worth Independent School District

ADMINISTRATIVE STAFF

Director	Billy N. Pope
Title	Coordinator, EPD Consortium D
Educational Background	B.S., East Texas Baptist College
	M.A., West Texas State University
	Ed.D., University of Houston
Facilitator (1977-1979)	Joanne Everts
Educational Background	B.S, Home Economics, Winthrop College
	M.A., Human Relations, University of Oklahoma
	Ph.D., Texas Woman's University
Research Associate (1977-1978)	Becky Young
Educational Background	B.S., Home Economics Education, Iowa State University

	M.S., Clothing and Textiles, Texas Woman's University
	Doctoral Candidate, Clothing and Textiles, Texas Woman's University
Research Associate (1978-1979)	Sally Eads
Educational Background	B.A., Child Development, University of Texas

CURRICULUM DEVELOPMENT TEAM MEMBERS

Sam Houston State University

Dr. Allena Pace, Consultant for Clothing and Textiles and Food and Nutrition

Janet Lander, Research Associate, 1976-1979
Anita Sanders, Research Associate, 1975-1976

Stephen F. Austin State University

Dr. Gloria Durr, Consultant for Consumer Education and Housing, Home Furnishings, and Equipment

Pattie Boren, Research Associate, 1975-1976
Lindy Judy, Research Associate, 1976-1977
Joyce Marrison, Research Associate, 1978-1979
Carol Voigtel, Research Associate, 1977-1978

Texas Tech University

Dr. Camille Bell, Consultant for Home Management and Teacher Education

Jeri Haggard, Research Associate, 1975-1978
Shiretta Ownby, Research Associate, 1978-1979

Texas Woman's University

Dr. Vera Gershner, Consultant for Child Development and Family Living

Joanne Everts, Research Associate, 1975-1977
Marjory Trogleman, Research Associate, 1978-1979
Martha Lang, Research Associate, 1977-1978

DATA COLLECTION

The formal field-testing process for Child Development, Consumer Education, Food and Nutrition, and Teacher Education began July 1, 1977. Clothing and Textiles, Family Living, Home Management and Housing, Home Furnishings and Equipment were field tested January-July, 1978. Home economics administrators and instructors were contacted by the project staff by phone to identify what materials could be tested by specific instructors. On-site visits with the administrators, instructors, and the project facilitator were scheduled for each semester, so that the field-test process could be better clarified. By meeting with each person field testing the materials, the project facilitator was able to increase understanding of the competency-based curriculum project and assist instructors in finding alternative ways to use the materials within their existing course structure. Field-test packets including a project description and overview and evaluative forms for both instructor and students were distributed. The project facilitator met with the different subject-area instructors. After reviewing and discussing the materials with the project facilitator, the instructor could decide whether it was feasible to participate in the field-test process. If they agreed to participate, they were asked to select one or more competencies to use in their class or classes; to use the tests, experiences, resources, and appendix materials in a manner that would best fit into their courses and meet the needs of their students; and to evaluate these materials. They were also asked to obtain evaluations from their students when possible. Many instructors found it inappropriate for their students to evaluate the materials, since they combined them with other personal materials. In such cases, only teacher evaluations were collected.

Some instructors were not able to actually use the materials in their classes, but agreed to review them and discuss their reactions with the project facilitator at the end of the semester. Therefore there were several ways in which the instructional materials were evaluated and field tested:

- complete testing using pre- and posttests, selected experiences, resources, and appendices with teacher and student evaluation of materials
- use of selected experiences, resources, and appendices with teacher and student evaluation of materials
- use of selected experiences, resources, and appendices with teacher evaluation
- review and critique of materials by instructor.

Sample.

Persons participating in this study are administrators, instructors, and students from the universities identified in Chart 2. The sample consists of those persons who volunteered to participate in the evaluation of the competency-based materials. Chart 3 identifies areas evaluated by each university.

Methods of Data Collection.

Several methods were used to obtain information from the field-test instructors and their students:

- rating of the materials by instructors using a rating scale instrument
- rating of the materials by students using a rating scale instrument
- pre- and posttest gain scores of students
- open-ended critiques and additions for each competency
- on-site interviews with instructors by project staff.

Instrumentation.

The field-test instruments were developed by the project staff and consultants. The Instructor Form and Student Form for evaluating the instructional guides were adapted from an instrument developed and tested by the Child

Development Associate Validation project. The CDA instrument was one given to the trainer to evaluate the Child Development Associate modules. This instrument was developed by Dr. Deanna Tate with assistance from the Early Childhood Development Division staff. A panel of consultants reviewed and critiqued the instrument and it was tested by a sample of subjects similar to the field-test trainers. A final statistical evaluation was done by Dr. Earl McCallon.

This instrument was selected by the Home Economics Curriculum project staff due to the similarity of field-test structure and procedures. The five-point rating scale provides interval data that allows for a person to respond even if that particular question does not apply to that person's use of the materials. This was necessary due to the different approaches to using the materials.

The research questions asked were taken from specific areas of the instructional guide. It gives the instructor or student opportunity to evaluate each component of the guide by competency:

- competency statement
- terminal performance objectives
- enabling objectives
- emphases
- preassessment
- postassessment
- scoring key
- experiences
- appendices
- resources.

The Instructor Form and Student Form were designed for computer analysis of data. From these forms the field-test project was able to produce data that describes the participants' evaluation of specific parts of the instructional guide.

To gather further information about the instructor's use, evaluation, and critique of the materials, the Notes, Critique, and Additions Form was administered. This provided specific information on how each competency section was used by the instructor, suggestions for revisions, and additions that the instructor is willing to contribute such as resource lists, appendix material, or class activities. The combination of the results from these three instruments was the basis on which the materials were revised by the curriculum development team.

Analysis of Data.

The project staff interviewed each instructor using the materials and collected field-test forms completed by instructors. Responses to the open-ended critique forms were compiled into one report for each area which provided for anonymity of the field-test participants and usefulness by the curriculum development team. The notes taken by the project staff during interviews were also compiled for each area.

Responses to the Instructor Form and the Student Form for evaluating instructional guides were analyzed by question. The frequency, percent, mean, standard deviation, and range were calculated for each question in each of the areas.

RESULTS AND FINDINGS

Results.

The results from the instruments used in collecting data have consistent trends. Interviews with the field-test participants also were consistent with the written comments. The researcher found that most participants thought the statements of the competency, terminal performance objective, and enabling objective were very helpful in identifying student needs within their subject-matter area, and in establishing course criteria. Although some instructors were frustrated with the volume of materials, they liked the selection of experiences, resources, and appendix materials. Several instructors made suggestions to make handling the materials easier. Some instructors commented on the difficulty of finding specific topics within the guide structure. An overall table of contents or index was suggested.

It was hard for some college instructors to perceive a competency-based curriculum fitting into their particular class. However, once they were introduced to the materials and their flexibility, many found they were able to select experiences, resources, and appendices which fit into their course and which supported the competencies in their areas.

Although the suggestions for revisions vary according to subject and competency, generally the experiences, resources, and appendices were well accepted. The student assessments were reported as being the weakest part of the guides. Instructors also stated that many of the resources suggested were not available to them. A list of core references was suggested, with supplementary resource lists for student enrichment.

The competency-based materials seemed to create a new awareness of the needs of the future home economics teacher. The researcher found that many subject-matter area instructors were not fully aware of the scope of knowledge and skills needed by the future teacher. Many instructors who did not actually participate in evaluating the materials did review them and commented on their scope. Several stated they would consider making some changes in course content to fill gaps in their course work. Many of the home economics departments within the participating universities have used the book of competencies and the guides to evaluate their present course structures and content offerings. Therefore, one of the important results seems to be an increased awareness of the scope of home economics teacher education and the importance of subject-matter instructors as well as teacher educators in preparing future home economics teachers.

As stated earlier, the instructors and students completed an objective rating form and the instructors responded to two different open-ended discussion forms. The results for each of these are summarized and condensed by subject area. Since there are strong trends throughout the areas, means were combined for the areas in order to discuss the acceptance of the competency-based materials in general. This data were obtained by the Instructor Form and Student Form (Appendix). The rating scale used for the Instructor Form and Student Form is as follows:

0 = Not applicable (materials not used or useable)
1 = No, never OR Definitely not
2 = Not usually OR Not really
3 = Yes, usually OR Yes, sort of
4 = Yes, always OR Yes, definitely

Due to this rating, students and instructors could rate a particular item if it could not be or was not used in their class. This is particularly reflected in the pre- and postassessments as well as in student responses to questions on specific appendix material such as worksheets, handouts, and transparencies.

Over the eight areas the highest ranked components of the guides by the instructor are the Terminal Performance Objective Competency, Enabling Objective, and Emphasis Statement (3.58, 3.56, 3.53, and 3.44 combined means for four areas). Those components rated the lowest were the Preassessments, Postassessments, and Scoring Key (combined $\bar{x}$ of 2.12, 2.16, and 2.68). Instructors rated the resources as being adequate for instruction (combined $\bar{x}$ of 3.25), but did not rate the obtainability of the resources highly (combined $\bar{x}$ of 2.72). The Experiences and Appendices appeared to be well accepted ($\bar{x}$ 3.42 and 3.31 for Experiences and $\bar{x}$ 3.32 Appendices). Although there is slight variations between areas, the trend of rating seems to be consistent.

Students rated class group discussion highest (combined $\bar{x}$ for all areas of 3.36). Understanding the statement of competency was rated next highest (combined $\bar{x}$ of 3.30). The experiences such as activities (combined $\bar{x}$ 3.29) and student handouts and resources were rated as usually being helpful or interesting. The students rated the postassessments lowest.

Instructors also responded to the questions "Which parts of this guide were most outstanding and useful?" and "What areas need revision?" Instructors could check one or more parts. Tables 7 and 8 show the responses according to subject area.

Table 1

COMBINED MEANS FOR CHILD DEVELOPMENT, CONSUMER EDUCATION, FOOD AND NUTRITION, TEACHER EDUCATION, CLOTHING AND TEXTILES, FAMILY LIVING, HOME MANAGEMENT, AND HOUSING, HOME FURNISHINGS AND EQUIPMENT

INSTRUCTOR RESPONSES

The rating scale used for the Instructor Form is:

0 = Not applicable
1 = No, never OR Definitely not
2 = Not usually OR Not really
3 = Yes, usually OR Yes, sort of
4 = Yes, always OR Yes, definitely

	Question	Combined Mean
1.	Was the competency clearly stated?	3.56
2.	Were the TPO's stated clearly?	3.58
3.	Were the EO's stated clearly?	3.53
4.	Were the Emphases appropriate to the EO's	3.44
5.	Did the Preassessment accurately assess the students competence in this area?	2.12
6.	Did the Postassessment accurately assess the students competence in this area?	2.16
7.	Was the Scoring Key an adequate tool for analyzing the pre- and postassessments?	2.68
8.	Were the Experiences clearly and completely stated?	3.31
9.	Were the Experiences related to the Enabling Objectives?	3.42
10.	Were the Appendices usable for instructional purposes?	3.32
11.	Were the Resources adequate for instruction?	3.25
12.	Were the Resources easily obtainable?	2.72
13.	Was the content of the guide appropriate to the Student?	3.09
14.	Was the guide helpful to the instructor?	3.27

Table 2

COMBINED MEANS FOR CHILD DEVELOPMENT, CONSUMER EDUCATION, FOOD AND NUTRITION, TEACHER EDUCATION, CLOTHING AND TEXTILES, FAMILY LIVING, HOME MANAGEMENT, AND HOUSING, HOME FURNISHINGS AND EQUIPMENT

STUDENT RESPONSES

The rating scale used for the Student Form is:

0 = Not applicable
1 = No, never OR Definitely not
2 = Not usually OR Not really
3 = Yes, usually OR Yes, sort of
4 = Yes, always OR Yes, definitely

	Question	Combined Mean
1.	Do you have a clear understanding of the competency stated in this unit?	3.30
2.	Were the class activities interesting and informative?	3.29
3.	Did the class activities help you reach the competency stated in this unit?	3.23
4.	Were the resources, (books, pamphlets, journals) interesting?	3.00
5.	Were the resources used appropriate to your needs in this course?	3.09
6.	Were the resources readable and understandable?	3.13
7.	Were the class handouts understandable and informative?	3.23
8.	Were the worksheets interesting to complete and helpful in understanding the subject area?	2.65
9.	Were the class group discussions interesting and informative?	3.36
10.	If you did an individual or group project during this unit, did you find it interesting, informative, and helpful in gaining competence in this area?	2.90
11.	Were the transparencies interesting and informative?	2.69
12.	Did the handouts and/or worksheets and/or transparencies help you reach the stated competency?	3.11
13.	Do you think the preassessment helped you to identify what you needed to learn in this unit?	2.78
14.	Do you think the postassessment accurately evaluated your competence (abilities and knowledge) in this area?	2.49
15.	Did this competency-based unit help you to understand what a home economics teacher needs to know in this subject area?	3.01

Table 3

COMBINED MEANS FOR CHILD DEVELOPMENT, CONSUMER EDUCATION, FOOD AND NUTRITION, AND TEACHER EDUCATION

INSTRUCTOR RESPONSES

The rating scale used for the Instructor Form is:

0 = Not applicable
1 = No, never OR Definitely not
2 = Not usually OR Not really
3 = Yes, usually OR Yes, sort of
4 = Yes, always OR Yes, definitely

	Question	Combined Mean
1.	Was the competency clearly stated?	3.59
2.	Were the TPO's stated clearly?	3.64
3.	Were the EO's stated clearly?	3.57
4.	Were the Emphases appropriate to the EO's	3.55
5.	Did the Preassessment accurately assess the students competence in this area?	1.93
6.	Did the Postassessment accurately assess the students competence in this area?	1.84
7.	Was the Scoring Key an adequate tool for analyzing the pre- and postassessments?	2.37
8.	Were the Experiences clearly and completely stated?	3.50
9.	Were the Experiences related to the Enabling Objectives?	3.53
10.	Were the Appendices usable for instructional purposes?	3.42
11.	Were the Resources adequate for instruction?	3.35
12.	Were the Resources easily obtainable?	2.72
13.	Was the content of the guide appropriate to the Student?	3.26
14.	Was the guide helpful to the instructor?	3.48

Table 4

COMBINED MEANS FOR CHILD DEVELOPMENT, CONSUMER EDUCATION, FOOD AND NUTRITION, AND TEACHER EDUCATION

STUDENT RESPONSES

The rating scale used for the Student Form is:

0 = Not applicable
1 = No, never OR Definitely not
2 = Not usually OR Not really
3 = Yes, usually OR Yes, sort of
4 = Yes, always OR Yes, definitely

	Question	Combined Mean
1.	Do you have a clear understanding of the competency stated in this unit?	3.40
2.	Were the class activities interesting and informative?	3.35
3.	Did the class activities help you reach the competency stated in this unit?	3.26
4.	Were the resources, (books, pamphlets, journals) interesting?	2.80
5.	Were the resources used appropriate to your needs in this course?	2.94
6.	Were the resources readable and understandable?	2.94
7.	Were the class handouts understandable and informative?	3.12
8.	Were the worksheets interesting to complete and helpful in understanding the subject area?	2.15
9.	Were the class group discussions interesting and informative?	3.31
10.	If you did an individual or group project during this unit, did you find it interesting, informative, and helpful in gaining competence in this area?	2.49
11.	Were the transparencies interesting and informative?	2.14
12.	Did the handouts and/or worksheets and/or transparencies help you reach the stated competency?	3.02
13.	Do you think the preassessment helped you to identify what you needed to learn in this unit?	2.43
14.	Do you think the postassessment accurately evaluated your competence (abilities and knowledge) in this area?	2.06
15.	Did this competency-based unit help you to understand what a home economics teacher needs to know in this subject area?	2.79

Table 5

COMBINED MEANS FOR CLOTHING AND TEXTILES, FAMILY LIVING, HOME MANAGEMENT, AND HOUSING, HOME FURNISHINGS AND EQUIPMENT

INSTRUCTOR RESPONSES

The rating scale used for the Instructor Form is:

0 = Not applicable
1 = No, never OR Definitely not
2 = Not usually OR Not really
3 = Yes, usually OR Yes, sort of
4 = Yes, always OR Yes, definitely

	Question	Combined Mean
1.	Was the competency clearly stated?	3.54
2.	Were the TPO's stated clearly?	3.52
3.	Were the EO's stated clearly?	3.49
4.	Were the Emphases appropriate to the EO's	3.33
5.	Did the Preassessment accurately assess the students competence in this area?	2.31
6.	Did the Postassessment accurately assess the students competence in this area?	2.49
7.	Was the Scoring Key an adequate tool for analyzing the pre- and postassessments?	2.99
8.	Were the Experiences clearly and completely stated?	3.13
9.	Were the Experiences related to the Enabling Objectives?	3.32
10.	Were the Appendices usable for instructional purposes?	3.23
11.	Were the Resources adequate for instruction?	3.15
12.	Were the Resources easily obtainable?	2.73
13.	Was the content of the guide appropriate to the Student?	2.92
14.	Was the guide helpful to the instructor?	3.07

Table 6

COMBINED MEANS FOR CLOTHING AND TEXTILES, FAMILY LIVING, HOME MANAGEMENT, AND HOUSING, HOME FURNISHINGS AND EQUIPMENT

STUDENT RESPONSES

The rating scale used for the Student Form is:

0 = Not applicable
1 = No, never OR Definitely not
2 = Not usually OR Not really
3 = Yes, usually OR Yes, sort of
4 = Yes, always OR Yes, definitely

	Question	Combined Mean
1.	Do you have a clear understanding of the competency stated in this unit?	3.20
2.	Were the class activities interesting and informative?	3.23
3.	Did the class activities help you reach the competency stated in this unit?	3.20
4.	Were the resources, (books, pamphlets, journals) interesting?	3.20
5.	Were the resources used appropriate to your needs in this course?	3.25
6.	Were the resources readable and understandable?	3.32
7.	Were the class handouts understandable and informative?	3.35
8.	Were the worksheets interesting to complete and helpful in understanding the subject area?	3.16
9.	Were the class group discussions interesting and informative?	3.41
10.	If you did an individual or group project during this unit, did you find it interesting, informative, and helpful in gaining competence in this area?	3.32
11.	Were the transparencies interesting and informative?	3.24
12.	Did the handouts and/or worksheets and/or transparencies help you reach the stated competency?	3.21
13.	Do you think the preassessment helped you to identify what you needed to learn in this unit?	3.14
14.	Do you think the postassessment accurately evaluated your competence (abilities and knowledge) in this area?	2.92
15.	Did this competency-based unit help you to understand what a home economics teacher needs to know in this subject area?	3.23

Table 7

RESPONSES TO INSTRUCTOR FORMS FOR HOME ECONOMICS INSTRUCTIONAL GUIDE (continued)

Which parts of this guide were the most outstanding and useful?

Frequency checked:	Total Number Responding			
	28	19	13	18
	Teacher Education	Child Development	Consumer Education	Food & Nutrition
1. Statement of Competency	16	4	5	6
2. Terminal Performance Objectives	12	3	6	5
3. Enabling Objectives	9	5	7	5
4. Emphases	8	6	6	5
5. Experiences	9	13	11	4
6. Resources	12	13	7	9
7. Appendices	18	14	6	8
8. Preassessment	4	3	1	1
9. Postassessment	3	3	3	1

What areas need revision?

Frequency checked:	Total Number Responding			
	28	19	13	18
	Teacher Education	Child Development	Consumer Education	Food & Nutrition
1. Statement of Competency	1	1	1	1
2. Terminal Performance Objectives	1	1	1	1
3. Enabling Objectives	1	1	1	2
4. Emphases	3	1	1	2
5. Experiences	3	1	1	3
6. Resources	4	1	1	1
7. Appendices	4	2	4	4
8. Preassessment	19	3	8	7
9. Postassessment	19	4	5	6

Table 8

RESPONSES TO INSTRUCTOR FORMS FOR HOME ECONOMICS INSTRUCTIONAL GUIDE (continued)

Which parts of this guide were the most outstanding and useful?

Frequency checked:	Total Number Responding			
	7	18	17	5
	Clothing and Textiles	Family Living	Home Management	Housing, Home Furnishings, and Equipment
1. Statement of Competency	1	2	9	3
2. Terminal Performance Objectives	1	3	8	3
3. Enabling Objectives	0	3	9	3
4. Emphases	0	4	6	2
5. Experiences	5	9	11	2
6. Resources	6	11	5	2
7. Appendices	5	14	7	2
8. Preassessment	0	1	3	1
9. Postassessment	0	0	4	1

What areas need revision?

Frequency checked:	Total Number Responding			
	7	18	17	5
	Clothing and Textiles	Family Living	Home Management	Housing, Home Furnishings, and Equipment
1. Statement of Competency	1	1	1	1
2. Terminal Performance Objectives	1	1	1	1
3. Enabling Objectives	1	0	1	1
4. Emphases	1	0	2	2
5. Experiences	1	3	2	2
6. Resources	0	3	8	1
7. Appendices	0	2	2	1
8. Preassessment	4	15	6	3
9. Postassessment	3	16	9	3

Teacher Education Competencies

The teacher education materials were fully tested during the spring semester, 1977. This process was supervised by Pat Lindley, who is using the data as a doctoral dissertation. The data from the spring field test was collected, computerized, and analyzed. The findings will be available later this year.

Since the materials had been pre- and posttested previously, few instructors used the pre- and posttests during the fall field test. The researcher found that instructors were more willing to use the materials and evaluate them if they were not required to use the tests. Most instructors felt the tests needed content revision, were hard to grade, and time consuming. For this reason, the data is limited to student and teacher evaluations. It was obvious to the researcher that if instructors did not find the tests usable, revisions were necessary.

Instructors using the teacher education materials rated the competency, terminal performance objective, enabling objective and emphases highest, ($\bar{x}$ 3.75, 3.75, 3.6, 3.5). The resources, appendices, and experiences were also rated above 3, ($\bar{x}$ 3.54, 3.39, 3.39). The students had similar trends. They rated the competency statement, resources, class experiences, and discussions highest ($\bar{x}$ 3.27, 3.27, 3.26, 3.28). The tests were rated lowest by the students. Tables 9 and 10 list data for both instructors and students by questions.

The project staff compiled information collected by the two open-ended question forms and the interviews.

Table 9

TEACHER EDUCATION

INSTRUCTOR RESPONSES

The rating scale used for the Instructor Form is:

0 = Not applicable
1 = No, never OR Definitely not
2 = Not usually OR Not really
3 = Yes, usually OR Yes, sort of
4 = Yes, always OR Yes, definitely

	Question	Mean
1.	Was the competency clearly stated?	3.75
2.	Were the TPO's stated clearly?	3.75
3.	Were the EO's stated clearly?	3.60
4.	Were the Emphases appropriate to the EO's	3.50
5.	Did the Preassessment accurately assess the students competence in this area?	2.00
6.	Did the Postassessment accurately assess the students competence in this area?	1.92
7.	Was the Scoring Key an adequate tool for analyzing the pre- and postassessments?	2.15
8.	Were the Experiences clearly and completely stated?	3.36
9.	Were the Experiences related to the Enabling Objectives?	3.39
10.	Were the Appendices usable for instructional purposes?	3.39
11.	Were the Resources adequate for instruction?	3.54
12.	Were the Resources easily obtainable?	3.19
13.	Was the content of the guide appropriate to the Student?	3.30
14.	Was the guide helpful to the instructor?	3.59

Table 10

TEACHER EDUCATION

STUDENT RESPONSES

The rating scale used for the Student Form is:

0 = Not applicable
1 = No, never OR Definitely not
2 = Not usually OR Not really
3 = Yes, usually OR Yes, sort of
4 = Yes, always OR Yes, definitely

	Question	Mean
1.	Do you have a clear understanding of the competency stated in this unit?	3.27
2.	Were the class activities interesting and informative?	3.26
3.	Did the class activities help you reach the competency stated in this unit?	3.14
4.	Were the resources, (books, pamphlets, journals) interesting?	2.92
5.	Were the resources used appropriate to your needs in this course?	3.19
6.	Were the resources readable and understandable?	3.27
7.	Were the class handouts understandable and informative?	3.22
8.	Were the worksheets interesting to complete and helpful in understanding the subject area?	2.13
9.	Were the class group discussions interesting and informative?	3.28
10.	If you did an individual or group project during this unit, did you find it interesting, informative, and helpful in gaining competence in this area?	2.91
11.	Were the transparencies interesting and informative?	2.34
12.	Did the handouts and/or worksheets and/or transparencies help you reach the stated competency?	2.89
13.	Do you think the preassessment helped you to identify what you needed to learn in this unit?	1.19
14.	Do you think the postassessment accurately evaluated your competence (abilities and knowledge) in this area?	1.19
15.	Did this competency-based unit help you to understand what a home economics teacher needs to know in this subject area?	3.27

Child Development Competencies

The child development instructors and students found the experiences, class activities, and group discussions as most useful and helpful in reaching competencies (instructor $\bar{x}$ 3.93; student $\bar{x}$ 3.65, 3.62). The instructors rated the enabling objectives ($\bar{x}$ 3.84), terminal performance objectives ($\bar{x}$ 3.84), emphasis ($\bar{x}$ 3.83), and competency statements ($\bar{x}$ 3.80) highly. Students and instructors rated the resources, appendices, and handouts similarly (instructor $\bar{x}$ 3.78, 3.72; student $\bar{x}$ 3.59, 3.56). The instructors, however, rated the obtainability of resources lower. Many instructors commented that they were not able to purchase resources, and some of those listed were not available at their university. More free loan films and pamphlets were requested.

In general, the child development instructors were not willing to use the tests with their classes. Most instructors stated that shorter objective tests would be more usable. Both instructors and students who used or reviewed the tests rated them lower than the other components of the guide. Tables 11 and 12 provide instructor and student data by item.

Table 11

CHILD DEVELOPMENT

INSTRUCTOR RESPONSES

The rating scale used for the Instructor Form is:

0 = Not applicable
1 = No, never OR Definitely not
2 = Not usually OR Not really
3 = Yes, usually OR Yes, sort of
4 = Yes, always OR Yes, definitely

	Question	Mean
1.	Was the competency clearly stated?	3.80
2.	Were the TPO's stated clearly?	3.84
3.	Were the EO's stated clearly?	3.84
4.	Were the Emphases appropriate to the EO's	3.83
5.	Did the Preassessment accurately assess the students competence in this area?	2.77
6.	Did the Postassessment accurately assess the students competence in this area?	2.21
7.	Was the Scoring Key an adequate tool for analyzing the pre- and postassessments?	3.21
8.	Were the Experiences clearly and completely stated?	3.65
9.	Were the Experiences related to the Enabling Objectives?	3.93
10.	Were the Appendices usable for instructional purposes?	3.72
11.	Were the Resources adequate for instruction?	3.78
12.	Were the Resources easily obtainable?	2.83
13.	Was the content of the guide appropriate to the Student?	3.53
14.	Was the guide helpful to the instructor?	3.60

Table 12

CHILD DEVELOPMENT

STUDENT RESPONSES

The rating scale used for the Student Form is:

0 = Not applicable
1 = No, never OR Definitely not
2 = Not usually OR Not really
3 = Yes, usually OR Yes, sort of
4 = Yes, always OR Yes, definitely

	Question	Mean
1.	Do you have a clear understanding of the competency stated in this unit?	3.50
2.	Were the class activities interesting and informative?	3.62
3.	Did the class activities help you reach the competency stated in this unit?	3.52
4.	Were the resources, (books, pamphlets, journals) interesting?	3.44
5.	Were the resources used appropriate to your needs in this course?	3.59
6.	Were the resources readable and understandable?	3.35
7.	Were the class handouts understandable and informative?	3.56
8.	Were the worksheets interesting to complete and helpful in understanding the subject area?	1.44
9.	Were the class group discussions interesting and informative?	3.65
10.	If you did an individual or group project during this unit, did you find it interesting, informative, and helpful in gaining competence in this area?	1.50
11.	Were the transparencies interesting and informative?	0.85
12.	Did the handouts and/or worksheets and/or transparencies help you reach the stated competency?	3.47
13.	Do you think the preassessment helped you to identify what you needed to learn in this unit?	3.32
14.	Do you think the postassessment accurately evaluated your competence (abilities and knowledge) in this area?	1.31
15.	Did this competency-based unit help you to understand what a home economics teacher needs to know in this subject area?	1.53

Consumer Education Competencies

Some consumer education instructors were able to use the pre- and postassessments with their classes, while others stated they were not usable. The consumer education competencies were used by either home management instructors or consumer education instructors. Specific competencies seemed to fit into both consumer education and home management.

The instructors and students both rated the competency statement highly (instructors $\bar{x}$ 3.54; students $\bar{x}$ 3.65). The experiences and appendices were also rated highly by both instructors and students. Again, the tests were rated lower than the other parts of the guide by both groups. Tables 13 and 14 give a complete listing of data.

Table 13

CONSUMER EDUCATION

INSTRUCTOR RESPONSES

The rating scale used for the Instructor Form is:

0 = Not applicable
1 = No, never OR Definitely not
2 = Not usually OR Not really
3 = Yes, usually OR Yes, sort of
4 = Yes, always OR Yes, definitely

	Question	Mean
1.	Was the competency clearly stated?	3.54
2.	Were the TPO's stated clearly?	3.54
3.	Were the EO's stated clearly?	3.62
4.	Were the Emphases appropriate to the EO's	3.77
5.	Did the Preassessment accurately assess the students competence in this area?	1.23
6.	Did the Postassessment accurately assess the students competence in this area?	1.42
7.	Was the Scoring Key an adequate tool for analyzing the pre- and postassessments?	1.62
8.	Were the Experiences clearly and completely stated?	3.54
9.	Were the Experiences related to the Enabling Objectives?	3.46
10.	Were the Appendices usable for instructional purposes?	3.23
11.	Were the Resources adequate for instruction?	2.62
12.	Were the Resources easily obtainable?	2.15
13.	Was the content of the guide appropriate to the Student?	3.38
14.	Was the guide helpful to the instructor?	3.67

Table 14

CONSUMER EDUCATION

STUDENT RESPONSES

The rating scale used for the Student Form is:

0 = Not applicable
1 = No, never OR Definitely not
2 = Not usually OR Not really
3 = Yes, usually OR Yes, sort of
4 = Yes, always OR Yes, definitely

	Question	Mean
1.	Do you have a clear understanding of the competency stated in this unit?	3.65
2.	Were the class activities interesting and informative?	3.14
3.	Did the class activities help you reach the competency stated in this unit?	3.24
4.	Were the resources, (books, pamphlets, journals) interesting?	1.90
5.	Were the resources used appropriate to your needs in this course?	1.55
6.	Were the resources readable and understandable?	2.14
7.	Were the class handouts understandable and informative?	2.89
8.	Were the worksheets interesting to complete and helpful in understanding the subject area?	3.18
9.	Were the class group discussions interesting and informative?	3.42
10.	If you did an individual or group project during this unit, did you find it interesting, informative, and helpful in gaining competence in this area?	2.81
11.	Were the transparencies interesting and informative?	3.11
12.	Did the handouts and/or worksheets and/or transparencies help you reach the stated competency?	3.23
13.	Do you think the preassessment helped you to identify what you needed to learn in this unit?	2.77
14.	Do you think the postassessment accurately evaluated your competence (abilities and knowledge) in this area?	2.68
15.	Did this competency-based unit help you to understand what a home economics teacher needs to know in this subject area?	3.38

Food and Nutrition Competencies

Although some nutrition instructors did use the pre- and posttests, many found them too long to use within their class structure. Both the students and instructors rated the assessments lower than other components.

Class activities, experiences, and resources were rated highest by both the student and instructor (student $\bar{x}$ 3.37, 3.00; instructor $\bar{x}$ 3.47, 3.44). The instructor rated the appendices highly, but the students did not rate them similarly. Instructors in food and nutrition also stated that many resources were not available to them. Many like the resource list as a supplement, but used a core of textbooks as primary sources. The detailed data for students and instructors for Food and Nutrition are listed in Tables 15 and 16.

Table 15

FOOD AND NUTRITION

INSTRUCTOR RESPONSES

The rating scale used for the Instructor Form is:

0 = Not applicable
1 = No, never OR Definitely not
2 = Not usually OR Not really
3 = Yes, usually OR Yes, sort of
4 = Yes, always OR Yes, definitely

	Question	Mean
1.	Was the competency clearly stated?	3.28
2.	Were the TPO's stated clearly?	3.44
3.	Were the EO's stated clearly?	3.22
4.	Were the Emphases appropriate to the EO's	3.12
5.	Did the Preassessment accurately assess the students competence in this area?	1.75
6.	Did the Postassessment accurately assess the students competence in this area?	1.82
7.	Was the Scoring Key an adequate tool for analyzing the pre- and postassessments?	2.0
8.	Were the Experiences clearly and completely stated?	3.44
9.	Were the Experiences related to the Enabling Objectives?	3.33
10.	Were the Appendices usable for instructional purposes?	3.39
11.	Were the Resources adequate for instruction?	3.47
12.	Were the Resources easily obtainable?	2.71
13.	Was the content of the guide appropriate to the Student?	2.83
14.	Was the guide helpful to the instructor?	3.06

Table 16

FOOD AND NUTRITION

STUDENT RESPONSES

The rating scale used for the Student Form is:

0 = Not applicable
1 = No, never OR Definitely not
2 = Not usually OR Not really
3 = Yes, usually OR Yes, sort of
4 = Yes, always OR Yes, definitely

	Question	Mean
1.	Do you have a clear understanding of the competency stated in this unit?	3.16
2.	Were the class activities interesting and informative?	3.37
3.	Did the class activities help you reach the competency stated in this unit?	3.12
4.	Were the resources, (books, pamphlets, journals) interesting?	2.94
5.	Were the resources used appropriate to your needs in this course?	2.98
6.	Were the resources readable and understandable?	3.00
7.	Were the class handouts understandable and informative?	2.81
8.	Were the worksheets interesting to complete and helpful in understanding the subject area?	1.86
9.	Were the class group discussions interesting and informative?	2.88
10.	If you did an individual or group project during this unit, did you find it interesting, informative, and helpful in gaining competence in this area?	2.73
11.	Were the transparencies interesting and informative?	2.27
12.	Did the handouts and/or worksheets and/or transparencies help you reach the stated competency?	2.48
13.	Do you think the preassessment helped you to identify what you needed to learn in this unit?	2.44
14.	Do you think the postassessment accurately evaluated your competence (abilities and knowledge) in this area?	2.33
15.	Did this competency-based unit help you to understand what a home economics teacher needs to know in this subject area?	2.97

CLOTHING AND TEXTILES

The instructors rated the competency statement, enabling objectives, and resources highest ($\bar{x}$ 3.43, 3.33, and 3.42). The resources class handouts, group discussions, and projects ($\bar{x}$ 3.86, 3.86, 3.86, and 3.86) were rated highest by the students. Pre- and postassessment ($\bar{x}$ 2.20 and 2.60) were rated lowest by the instructors. The students rated the worksheets ($\bar{x}$ 3.40) and the postassessment ($\bar{x}$ 3.38) lowest. The students' responses were generally more favorable than the instructors' responses. Tables 17 and 18 list means for instructor and student responses.

Instructors stated that the assessments were difficult to administer and score. They generally felt the resources were helpful and stated that the materials were a good resource.

Table 17

CLOTHING AND TEXTILES

INSTRUCTOR RESPONSES

The rating scale used for the Instructor Form is:

0 = Not applicable
1 = No, never OR Definitely not
2 = Not usually OR Not really
3 = Yes, usually OR Yes, sort of
4 = Yes, always OR Yes, definitely

	Question	Mean
1.	Was the competency clearly stated?	3.43
2.	Were the TPO's stated clearly?	3.28
3.	Were the EO's stated clearly?	3.33
4.	Were the Emphases appropriate to the EO's	3.28
5.	Did the Preassessment accurately assess the students competence in this area?	2.20
6.	Did the Postassessment accurately assess the students competence in this area?	2.60
7.	Was the Scoring Key an adequate tool for analyzing the pre- and postassessments?	2.67
8.	Were the Experiences clearly and completely stated?	3.14
9.	Were the Experiences related to the Enabling Objectives?	3.28
10.	Were the Appendices usable for instructional purposes?	3.28
11.	Were the Resources adequate for instruction?	3.42
12.	Were the Resources easily obtainable?	3.00
13.	Was the content of the guide appropriate to the Student?	2.71
14.	Was the guide helpful to the instructor?	2.67

Table 18

CLOTHING AND TEXTILES

STUDENT RESPONSES

The rating scale used for the Student Form is:

0 = Not applicable
1 = No, never OR Definitely not
2 = Not usually OR Not really
3 = Yes, usually OR Yes, sort of
4 = Yes, always OR Yes, definitely

	Question	Mean
1.	Do you have a clear understanding of the competency stated in this unit?	3.77
2.	Were the class activities interesting and informative?	3.81
3.	Did the class activities help you reach the competency stated in this unit?	3.73
4.	Were the resources, (books, pamphlets, journals) interesting?	3.80
5.	Were the resources used appropriate to your needs in this course?	3.86
6.	Were the resources readable and understandable?	3.82
7.	Were the class handouts understandable and informative?	3.86
8.	Were the worksheets interesting to complete and helpful in understanding the subject area?	3.40
9.	Were the class group discussions interesting and informative?	3.86
10.	If you did an individual or group project during this unit, did you find it interesting, informative, and helpful in gaining competence in this area?	3.86
11.	Were the transparencies interesting and informative?	3.67
12.	Did the handouts and/or worksheets and/or transparencies help you reach the stated competency?	3.73
13.	Do you think the preassessment helped you to identify what you needed to learn in this unit?	3.73
14.	Do you think the postassessment accurately evaluated your competence (abilities and knowledge) in this area?	3.38
15.	Did this competency-based unit help you to understand what a home economics teacher needs to know in this subject area?	3.73

FAMILY LIVING

The Enabling Objectives Competency and Terminal Performance Objectives ($\bar{x}$ 3.89, 3.83, and 3.67) were ranked highest by the instructors. The students rated resources, handouts, and class group discussions ($\bar{x}$ 3.05, 3.08, and 3.16) highest. The instructors ranked pre- and postassessment ($\bar{x}$ 2.11 and 2.06) lowest. The students also ranked postassessment ($\bar{x}$ 2.63) low. The instructor ratings were generally higher than the student ratings. Tables 19 and 20 show responses for instructors and students.

The instructors stated that the assessments were the weakest part of the materials. They particularly enjoyed using the student handouts and other appendix materials.

Table 19

FAMILY LIVING

INSTRUCTOR RESPONSES

The rating scale used for the Instructor Form is:

0 = Not applicable
1 = No, never OR Definitely not
2 = Not usually OR Not really
3 = Yes, usually OR Yes, sort of
4 = Yes, always OR Yes, definitely

	Question	Mean
1.	Was the competency clearly stated?	3.67
2.	Were the TPO's stated clearly?	3.83
3.	Were the EO's stated clearly?	3.89
4.	Were the Emphases appropriate to the EO's	3.50
5.	Did the Preassessment accurately assess the students competence in this area?	2.11
6.	Did the Postassessment accurately assess the students competence in this area?	2.06
7.	Was the Scoring Key an adequate tool for analyzing the pre- and postassessments?	2.72
8.	Were the Experiences clearly and completely stated?	3.61
9.	Were the Experiences related to the Enabling Objectives?	3.41
10.	Were the Appendices usable for instructional purposes?	3.61
11.	Were the Resources adequate for instruction?	3.50
12.	Were the Resources easily obtainable?	2.67
13.	Was the content of the guide appropriate to the Student?	2.94
14.	Was the guide helpful to the instructor?	3.22

Table 20

FAMILY LIVING

STUDENT RESPONSES

The rating scale used for the Student Form is:

0 = Not applicable
1 = No, never OR Definitely not
2 = Not usually OR Not really
3 = Yes, usually OR Yes, sort of
4 = Yes, always OR Yes, definitely

	Question	Mean
1.	Do you have a clear understanding of the competency stated in this unit?	2.81
2.	Were the class activities interesting and informative?	2.95
3.	Did the class activities help you reach the competency stated in this unit?	2.83
4.	Were the resources, (books, pamphlets, journals) interesting?	2.99
5.	Were the resources used appropriate to your needs in this course?	2.96
6.	Were the resources readable and understandable?	3.05
7.	Were the class handouts understandable and informative?	3.08
8.	Were the worksheets interesting to complete and helpful in understanding the subject area?	2.83
9.	Were the class group discussions interesting and informative?	3.16
10.	If you did an individual or group project during this unit, did you find it interesting, informative, and helpful in gaining competence in this area?	3.00
11.	Were the transparencies interesting and informative?	2.82
12.	Did the handouts and/or worksheets and/or transparencies help you reach the stated competency?	2.87
13.	Do you think the preassessment helped you to identify what you needed to learn in this unit?	2.90
14.	Do you think the postassessment accurately evaluated your competence (abilities and knowledge) in this area?	2.63
15.	Did this competency-based unit help you to understand what a home economics teacher needs to know in this subject area?	2.82

HOME MANAGEMENT

Competency statement and Terminal Performance Objective ($\bar{x}$ 3.46 and 3.38) were ranked highest by the instructors. The student ranked group discussions and projects ($\bar{x}$ 3.44 and 3.30) highest. Preassessment ($\bar{x}$ 2.16) was ranked lowest by the instructors. Pre- and postassessment were ranked lowest by the students. Tables 21 and 22 reflect instructors' and students' responses.

Home management instructors also found the tests difficult to administer. The instructors found the experiences helpful for class use. They suggested that a wider cultural and socioeconomic population be added to several areas of study.

Table 21

HOME MANAGEMENT

INSTRUCTOR RESPONSES

The rating scale used for the Instructor Form is:

0 = Not applicable
1 = No, never OR Definitely not
2 = Not usually OR Not really
3 = Yes, usually OR Yes, sort of
4 = Yes, always OR Yes, definitely

	Question	Mean
1.	Was the competency clearly stated?	3.46
2.	Were the TPO's stated clearly?	3.38
3.	Were the EO's stated clearly?	3.15
4.	Were the Emphases appropriate to the EO's	3.15
5.	Did the Preassessment accurately assess the students competence in this area?	2.16
6.	Did the Postassessment accurately assess the students competence in this area?	2.72
7.	Was the Scoring Key an adequate tool for analyzing the pre- and postassessments?	3.00
8.	Were the Experiences clearly and completely stated?	3.00
9.	Were the Experiences related to the Enabling Objectives?	3.23
10.	Were the Appendices usable for instructional purposes?	2.83
11.	Were the Resources adequate for instruction?	2.69
12.	Were the Resources easily obtainable?	2.46
13.	Was the content of the guide appropriate to the Student?	2.66
14.	Was the guide helpful to the instructor?	3.00

Table 22

HOME MANAGEMENT

STUDENT RESPONSES

The rating scale used for the Student Form is:

0 = Not applicable
1 = No, never OR Definitely not
2 = Not usually OR Not really
3 = Yes, usually OR Yes, sort of
4 = Yes, always OR Yes, definitely

	Question	Mean
1.	Do you have a clear understanding of the competency stated in this unit?	3.00
2.	Were the class activities interesting and informative?	3.03
3.	Did the class activities help you reach the competency stated in this unit?	3.06
4.	Were the resources, (books, pamphlets, journals) interesting?	3.01
5.	Were the resources used appropriate to your needs in this course?	3.14
6.	Were the resources readable and understandable?	3.22
7.	Were the class handouts understandable and informative?	3.14
8.	Were the worksheets interesting to complete and helpful in understanding the subject area?	3.17
9.	Were the class group discussions interesting and informative?	3.44
10.	If you did an individual or group project during this unit, did you find it interesting, informative, and helpful in gaining competence in this area?	3.30
11.	Were the transparencies interesting and informative?	3.22
12.	Did the handouts and/or worksheets and/or transparencies help you reach the stated competency?	3.16
13.	Do you think the preassessment helped you to identify what you needed to learn in this unit?	2.67
14.	Do you think the postassessment accurately evaluated your competence (abilities and knowledge) in this area?	2.60
15.	Did this competency-based unit help you to understand what a home economics teacher needs to know in this subject area?	3.04

HOUSING, HOME FURNISHINGS AND EQUIPMENT

Competency statement, Terminal Performance Objective, Enabling Objective, and Scoring Key (all with $\bar{x}$ 3.60) were ranked highest by the instructors. Teacher preparation for subject area, handouts, preassessment, and transparencies ($\bar{x}$ 3.33, 3.32, 3.28, and 3.27) were all ranked highly by student. Tables 23 and 24 give responses of instructors and students.

Housing and Home Furnishings instructors stated that the materials are a helpful resource in identifying student needs. They suggested that experiences be expanded for more diverse populations and different lifestyles.

Table 23

HOUSING, HOME FURNISHINGS AND EQUIPMENT

INSTRUCTOR RESPONSES

The rating scale used for the Instructor Form is:

0 = Not applicable
1 = No, never OR Definitely not
2 = Not usually OR Not really
3 = Yes, usually OR Yes, sort of
4 = Yes, always OR Yes, definitely

	Question	Mean
1.	Was the competency clearly stated?	3.60
2.	Were the TPO's stated clearly?	3.60
3.	Were the EO's stated clearly?	3.60
4.	Were the Emphases appropriate to the EO's	3.40
5.	Did the Preassessment accurately assess the students competence in this area?	2.80
6.	Did the Postassessment accurately assess the students competence in this area?	2.60
7.	Was the Scoring Key an adequate tool for analyzing the pre- and postassessments?	3.60
8.	Were the Experiences clearly and completely stated?	2.80
9.	Were the Experiences related to the Enabling Objectives?	3.40
10.	Were the Appendices usable for instructional purposes?	3.20
11.	Were the Resources adequate for instruction?	3.00
12.	Were the Resources easily obtainable?	2.80
13.	Was the content of the guide appropriate to the Student?	3.40
14.	Was the guide helpful to the instructor?	3.40

Table 24

HOUSING, HOME FURNISHINGS AND EQUIPMENT

STUDENT RESPONSES

The rating scale used for the Student Form is:

0 = Not applicable
1 = No, never OR Definitely not
2 = Not usually OR Not really
3 = Yes, usually OR Yes, sort of
4 = Yes, always OR Yes, definitely

	Question	Mean
1.	Do you have a clear understanding of the competency stated in this unit?	3.22
2.	Were the class activities interesting and informative?	3.14
3.	Did the class activities help you reach the competency stated in this unit?	3.19
4.	Were the resources, (books, pamphlets, journals) interesting?	3.00
5.	Were the resources used appropriate to your needs in this course?	3.05
6.	Were the resources readable and understandable?	3.21
7.	Were the class handouts understandable and informative?	3.32
8.	Were the worksheets interesting to complete and helpful in understanding the subject area?	3.25
9.	Were the class group discussions interesting and informative?	3.19
10.	If you did an individual or group project during this unit, did you find it interesting, informative, and helpful in gaining competence in this area?	3.14
11.	Were the transparencies interesting and informative?	3.27
12.	Did the handouts and/or worksheets and/or transparencies help you reach the stated competency?	3.08
13.	Do you think the preassessment helped you to identify what you needed to learn in this unit?	3.28
14.	Do you think the postassessment accurately evaluated your competence (abilities and knowledge) in this area?	3.10
15.	Did this competency-based unit help you to understand what a home economics teacher needs to know in this subject area?	3.33

CONCLUSIONS

The instructional materials for eight areas of home economics were field tested and evaluated during the fall of 1977 and the spring of 1978. The field-test process served several purposes. The data collected were used to revise and improve the content in each instructional area. The process of the field test brought professors and administrators together to look at the needs of the future teacher and ways to better prepare the future teacher for teaching homemaking. Professionals throughout Texas have worked together to produce helpful materials to support competencies needed for the future teacher.

CURRICULUM COMPLETION

Each of the eight home economics areas have an instructional guide consisting of units of one competency each. The area guides range from five competency units to seven competency areas. Each competency unit contains a rationale, instructional aspects, bibliography, and supportive appendix materials including materials such as supportive information sheets, transparency masters, activity sheets, and supportive resource lists. Each competency unit also includes suggested questions for student evaluation. These materials are designed for the university instructor to use in a flexible manner with their teacher preparation students. A total of 51 competency units were developed over the eight subject-matter areas.

Each major component is described as below.

Competency Statement. The competencies in the guide are sequenced to be congruent with Basic Competencies for Beginning Teachers of Vocational Home Economics. Additions, deletions, and clarifications of the identified competencies are expected to evolve continually as competency-based teacher education programs are developed and evaluated. The sequence of the competencies and objectives in the guide may be incongruent with those in an established course. However, an instructor is encouraged to identify those competencies and objectives appropriate to the course and to utilize the learning experiences and resources as stimulators for developing course plans.

Content Emphases. The content emphases spotlight critical concepts essential to the enabling objectives. Each is reflected in suggested learning experiences and appropriate resources.

Learning Experiences. The learning experiences provide a variety of choices relating to the enabling objectives. The instructor can select one or more of the suggestions or develop alternatives for their use. The creative instructor will select, adapt, or add experiences appropriate to the students' achievement of the competencies.

Bibliography. Although it is impossible to include all appropriate resources, those identified, are most readily available and directly related to the objectives. Recent publications are emphasized. However, some classic references are included.

Appendices. Of particular interest to an instructor are the varied appendices. Included are short summaries of key information for student use, transparency masters, work/activity sheets and case studies, supplemental resources, and student evaluation suggestions. The short summaries provide key information gathered from diverse sources or, in some cases, from sources not easily available. The masters can be made into transparencies at the university or can be purchased in color from the Education Service Center, Region 10, Richardson, Texas. Transparency masters are designed to stimulate discussion, to emphasize key points, to save instructor time and energy, or to suggest the development of alternative visuals.

From June, 1978 - June, 1979, materials were edited and prepared for printing. EPD Consortium for North East Texas supervised this task. The format for the materials was revised, and forms for the curriculum were established. A Manual for Writers by K. L. Turabian was used for all resource citings. The established formats were adopted and distributed to the support staff. Examples of the format and form of the materials follow.

As the materials were revised and edited, so were the competencies and objectives, according to field test data. Basic Competencies For Beginning Teachers of Vocational Home Economics was then revised accordingly. Basic Competencies For Beginning Teachers of Home Economics is included in the appendix.

As materials and competency book were completed they were printed by the Education Service Center Region 10 Print Shop. They were then sent to the Home Economics Instructional Materials Center at Texas Tech University, Lubbock, Texas. The Home Economics Instructional Materials Center will be responsible for distribution and sales of the materials. Materials can be ordered from:

Home Economics Instructional Materials Center
Texas Tech University
P. O. Box 4067
Lubbock, Texas 79409

Samples of instructional aspects, bibliography, and appendices are included as well as the preface and acknowledgements. A sample of the order form is included in the appendix.

APPENDICES

APPENDIX A

Samples of the

Competency-Based Home Economics

Instructional Guides

TEACHER EDUCATION

Camille G. Bell
Professor and Chairperson
Department of Home Economics Education
College of Home Economics
Texas Tech University

Supported by:

Homemaking Education
Division of Public School
Occupational Education and Technology
Department of Occupational
Education and Technology
Texas Education Agency
Austin, Texas

Additional Guides are
Available from:

Home Economics Instructional
Materials Center
Texas Tech University
P.O. Box 4067
Lubbock, Texas

This instructional guide is part of the series designed to facilitate the preparation of teachers in the competencies identified in:

Basic Competencies for Beginning Teachers of Vocational Home Economics

Instructional Guides in the series include:

Teacher Education

Child Development

Clothing and Textiles

Consumer Education

Family Living

Food and Nutrition

Home Management

Housing, Home Furnishings and Equipment

The above publications are available from:

Home Economics Instructional Materials Center
P. O. Box 4067
Texas Tech University
Lubbock, Texas

Acknowledgements

The Division of Homemaking Education of the Department of Occupational Education and Technology in the Texas Education Agency that made the Texas Curriculum Materials Project possible is appreciated.

This guide was developed in cooperation with teachers, university faculty, and students in diverse locations in Texas. A special acknowledgement is made to the many teachers who gave generously of their time to participate in the field testing of the materials. Contributions of other professionals in a wide range of occupations throughout the state provided valuable input.

Appreciation is given to members of the steering committee for their advisement and encouragement.

The guidance and support provided by Elizabeth F. Smith, State Director of Homemaking Education in Texas, was especially valuable.

The project consultants: Gloria E. Durr, Vera T. Gershner, and Allena K. Pace jointly assisted in the development of the project design and guide format. The spirit of cooperation of this group was indispensable.

Jeri Haggard, research associate, assisted in the development of this guide. Her dedication and contributions have been invaluable.

Further acknowledgement is made to the EPD Consortium for Northeast Texas staff who facilitated the project: Billy N. Pope, director, and Joanne Everts, project facilitator. Staff who assisted in editing material include Dolly Thiem, Sally Eads, and Almarie Smith. Other support staff include Carolyn Burrow, Janis Brown, Peggy Owens, Linda Rippy, and Becky Young. Their suggestions and technical assistance are greatly appreciated.

These materials are provided for university faculty as a resource and are dedicated to tomorrow's homemaking teachers.

Preface

Rapid changes in the home and family life of America require continual revision of vocational homemaking education programs. Nineteen Texas universities and colleges that are approved to certify vocational homemaking teachers were represented in a group who cooperatively worked to identify basic competencies needed for the beginning teacher. A Steering Committee coordinated and implemented this effort to improve the teacher education programs.

The three-phase project was funded by the Consumer and Homemaking Division of the Texas Education Agency and coordinated by Educational Personnel Consortium for Northeast Texas. Forty-five representatives from the Texas Education Agency, colleges and universities, public school districts, and EPD Consortium for Northeast Texas met for a three-day workshop to begin development of competencies. Consultants assisted the groups to identify and clarify essential competencies of beginning teachers of home economics in the following areas: Child Development, Clothing and Textiles, Consumer Education, Family Life Education, Food and Nutrition, Home Management, Housing, Home Furnishings and Equipment, and Teacher Education. The Conceptual Framework in Homemaking Education in Texas was used as a basis for group work in the subject-matter areas. The teacher education competencies were identified using Competency-Based Professional Education in Home Economics (AHEA) and the Program Standards for Vocational Homemaking Education in Public Schools for Texas.

The competencies were distributed to teacher educators, subject-matter area persons, administrators, and teachers throughout Texas for review and validation. Revisions were approved by the Steering Committee. Basic Competencies for Beginning Teachers of Vocational Home Economics reflects the efforts of Phase I of the project. The instructional guides for all subject-matter areas and teacher education were developed in Phase II of the project. The major purpose of the guides was to provide assistance to college and university faculty who assist in preparing teachers for vocational homemaking education certification. Consultants and research associates from four universities met to design a systematic structure for the development of competency-based instructional guides directly related to the basic competencies. A format was designed and responsibility designated for development of subject-matter areas. The participating university personnel who served as the curriculum development team for various subject-matter areas:

Dr. Camille G. Bell Texas Tech University	Teacher Education Home Management
Dr. Gloria E. Durr Stephen F. Austin State University	Consumer Education Housing, Home Furnishings & Equipment
Dr. Vera T. Gershner Texas Woman's University	Child Development Family Living
Dr. Allena K. Pace Sam Houston State University	Food and Nutrition Clothing and Textiles

Field testing for the Home Economics Competency-Based Curriculum Guides began during Phase III. The field testing provided input from university instructors, university administrators, and students. The 19 colleges and universities in Texas with accredited Vocational Home Economics Teacher Education programs participating in the various aspects of the field test were:

Abilene Christian College
Baylor University
East Texas State University
Incarnate Word University
Lamar University
University of Mary Hardin Baylor
North Texas State University
Prairie View A&M University
Sam Houston State University
Southwest Texas State University
Stephen F. Austin State University
Texas A&I University
Texas Christian University
Texas College
Texas Southern University
Texas Tech University
Texas Woman's University
University of Houston
University of Texas

Field-test packets distributed to instructors included a project description and overview of instructional guides, and evaluative forms for both instructors and students. A project facilitator from EPD Consortium for Northeast Texas made on-site visits with the administrators and instructors at the beginning and conclusion of each semester. The purposes of these visits were to clarify the field-test process, to assist instructors in finding alternative ways to use the materials within existing course structure, and to collect evaluative data.

Multiple methods were used to obtain information from the field-test instructors and their students. The methods included:

- open forums with teacher educators and subject-matter specialists to discuss materials
- a rating scale instrument
- pretest and posttest gain scores
- open-ended critiques
- on-site interviews

EPD Consortium for Northeast Texas distributed the materials, compiled critiques, and analyzed the data. The curriculum development team made content revisions based on field-test data. Revised materials were then edited at EPD Consortium for Northeast Texas and reviewed by the curriculum team prior to printing.

The Texas project was designed to improve the quality of vocational homemaking programs in public schools and is not a prescribed program of study. This guide is one of eight instruction guides developed for use in the institutions of higher education. Each guide can be used independently or in conjunction with the other guides in the series. The innovative instructor involved in the process of preparing vocational homemaking teachers will use this resource as a springboard in designing a meaningful program.

Instructions for Effective Use

This guide is designed for flexible use by the instructor who desires to relate course experiences to the professional competencies needed by students. In the event that this guide is divided into individual competencies among faculty in a department, the Preface and Instructions for Effective Use should be reproduced to accompany the instructional materials. Selection of learning experiences and resources appropriate to an individual group is a continual challenge to an educator. The guide provides a variety of suggestions in a convenient format including competencies, objectives, content emphases, learning experiences, resources, and suggestions for evaluations and appendices. These components, terminology, and the numbering system are explained below.

Terminology

To insure maximum utilization of the instructional guide, an understanding of terminology is essential. For the purpose of this project, the terms are defined as follows:

Competency - knowledge, skills, affective behavior and/or judgement which the student will demonstrate at a predetermined proficiency level

Terminal Performance Objective (TPO) - a major component of a competency

Enabling Objective (EO) - a specific performance relating directly to a TPO and serving as a criterion for achieving competency

Experiences - learning activities written in terms of instructor or student action and designed to provide opportunities for achievement of the competency by the student

Resources - sources of information and available materials which will support the experiences listed and are keyed by number to the bibliography

Appendices - materials for instructor and student use which are contained within each instructional section.

The guide includes the minimum competencies within the subject area thus providing an overview for the instructor. To assist in the development of these competencies, enabling and terminal performance objectives are identified.

Numbering System

An explanation of the numbering system for the competency, terminal performance objectives, and enabling objectives follows:

COMPETENCY 1	This numeral identifies the competency within each subject-matter area.
TPO 1:1	The first numeral is the same as the competency number. The second numeral identifies the TPO for each competency.
EO 1:11	The first numeral is the same as the competency number. The second numeral identifies the TPO. The third numeral specifies the enabling objective which also serves as a criterion for the achievement of the competency.

Major Components

Competency Statement. The competencies in the guide are sequenced to be congruent with *Basic Competencies for Beginning Teachers of Vocational Home Economics*. Additions, deletions, and clarifications of the identified competencies are expected to evolve continually as competency-based teacher education programs are developed and evaluated. The sequence of the competencies and objectives in the guide may be incongruent with those in an established course. However, an instructor is encouraged to identify those competencies and objectives appropriate to the course and to utilize the learning experiences and resources as stimulators for developing course plans.

Content Emphases. The content emphases spotlight critical concepts essential for the enabling objectives. Each emphasis is reflected in suggested learning experiences and appropriate resources.

Learning Experiences. The learning experiences provide a variety of choices relating to the enabling objectives. The instructor can select one or more of the suggestions or develop alternatives for their use. The creative instructor will select, adapt, or add experiences appropriate to student achievement of the competencies.

Resources. Although it is impossible to include all appropriate resources, those identified are most readily available and directly related to the objectives. Recent publications are emphasized; however, some classic references are included. The resources are documented in detail in the bibliography and are deemed appropriate.

Appendices. Of particular interest to an instructor are the varied appendices. Included are short summaries of key information for student use, transparency hard copies, activity sheets and case studies, supplemental resources, and student evaluation suggestions. The short summaries provide key information gathered from diverse sources or, in some cases from those not easily available. Transparencies are designed to stimulate discussion, to emphasize key points, to save instructor time and energy, or to suggest the development of alternative visuals. The hard copies can be made into transparencies at the university, or color transparencies can be purchased from the Education Service Center, Region X, Richardson, Texas. The order form for the transparencies is at the back of the last competency unit.

Suggestions for Evaluation. Evaluation of competencies in a behavioral way is a complex task. The innovative instructor will rely upon a variety of methods for effective student assessment in all domains of learning. Included in the appendices are suggestions for student evaluation which may be helpful for part of the total evaluation process.

The Challenge

The vocational homemaking teacher is expected to meet complex and ever-changing needs of students in all areas of home economics. Through utilization of these instructional materials, competency-based teacher education can be facilitated in colleges and universities. These materials are designed to facilitate the development of the beginning competencies needed for this major task. The flexible and innovative utilization of these materials is encouraged.

Mrs. Elizabeth F. Smith
Director, Homemaking Education
Texas Education Agency

Organizational Outline

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	.. THEA - Texas Home Economics Association .. TSTA - Texas State Teachers Association .. AFT - American Federation of Teachers .. AVA - American Vocational Association .. AHEA - American Home Economics Association .. NEA - National Education Association .. VHTAT- Vocational Homemaking Teachers Association of Texas .. HEEA - Home Economics Education Association
Inservice meetings	. coming together of the active members of a profession
Professional meetings	. coming together or gathering of members of a profession; usually members of a professional organization

Definition of Terms

Philosophy	general principles of a field of knowledge; a particular system of ethics; a study of the processes governing thought and conduct; the principles that regulate
Purposes	object for which something exists or is done; something one intends to do; aim
General education	process of educating; teaching; formal schooling
Vocational education	process of educating or teaching toward a career, trade, or occupation
Career education	process of educating or teaching training for specific gainful employment or a general orientation into the program of work
Profession	vocation in which a professed knowledge is used in its applications to serve society
Professionalism	state of being dedicated or committed to all facets of one's profession
Professional roles	functions assumed by a member of a profession that relate to the profession in some way
Professional code of ethics	accepted standards for conduct that govern the actions of the members of the group; a set of principles that establishes standards of conduct and a system of morals
Professional commitment	pledge or obligation one sets for oneself to work for one's chosen profession in a diligent manner
Power structure	group of people organized or arranged in such a manner as to have great influence, force, or authority
Professional organization	group established for the purpose of pursuing common goals, some well known examples are listed on the following page:

Rationale

Belief in, and dedication to, one's profession is based on a sound philosophy of the profession and a strong personal commitment to that profession and its philosophy. The development of an underlying philosophy of vocational education is crucial to understanding the role of vocational homemaking education in both general and vocational education. Vocational homemaking education teachers must develop personal philosophies of vocational homemaking education which correspond to established ones.

Development of professional characteristics and attitudes in light of the philosophy of vocational homemaking education is another important aspect of the competencies necessary for vocational homemaking teachers. A strong belief in one's philosophy is necessary in making and keeping a commitment to one's chosen profession. "Professional commitment" is a term frequently used that encompasses integration of certain purposes, philosophy, and characteristics of a profession into one's own life. A person who is bearing the title "professional" also bears a responsibility toward the profession represented.

INSTRUCTIONAL ASPECTS

Purposes and Philosophy of Vocational Homemaking Education and Assuming a Professional Role

TPO 1:1 Utilize philosophy and purposes of vocational home economics education

TPO 1:2 Develop professional expertise in vocational home economics education

TPO 1:3 Implement continuous personal and paraprofessional growth

TPO 1:1 Utilize philosophy and purposes of vocational home economics education

Enabling Objective	Emphases
EO 1:11 Apply legislative purposes of consumer homemaking education to all aspects of a total vocational homemaking program	purposes of vocational education
	purposes of consumer and homemaking education
	comparison of purposes of vocational education
	value of purposes
	comparison of state and federal purposes

Experiences	Resources
Identify the purposes of vocational education as stated in P.L. 94-482.	Education Amendments of 1976, P.L. 94-482, (4).
State the purposes of consumer and homemaking education as stated in P.L. 94-482.	Transparency, Purposes of Vocational Education, Appendix B-3. Transparency, Purposes of Consumer and Homemaking Education, Appendix B-4.
Compare the purposes of vocational education and consumer and homemaking education. Explain how the purposes for consumer and homemaking education help to achieve or support the purposes of vocational education.	Education Amendments of 1976, P.L. 94-482, (4).
Try to determine why each purpose of consumer and homemaking education was included in P.L. 94-482.	Education Amendments of 1976, P.L. 94-482, (4).
Explain each of the purposes in light of current societal needs.	
Look at the purposes of vocational homemaking education and compare these purposes to those of consumer and homemaking education as stated in P.L. 94-482.	Texas Education Agency, Vocational Homemaking Education Program Standards for Public Schools, (17). Transparency, Vocational Homemaking Education Program Purposes, Appendix B-6.
View Overview of Vocational Homemaking Education in Texas. Determine why all aspects of the program are necessary to fulfill the legislative purposes of vocational homemaking education.	Transparency, Overview of Vocational Homemaking Education in Texas, Appendix B-8.

TPO 1:1 Utilize philosophy and purposes of vocational home economics education

Enabling Objective	Emphases
	overview of occupational education and technology

Experiences	Resources
Form small groups and give each group the purposes of vocational homemaking education to determine how the purpose can be used for the following aspects of the total vocational homemaking education program. Compare the applications made by each group: . sequence courses, specialized courses or occupational programs . FHA . home experiences . summer phase . YHT . organized programs for adults	
View Occupational Education and Technology. Describe the major responsibilities of each component.	Transparency, Occupational Education and Technology, Appendix B-10.
Examine the current state plan to determine the position of the Division of Homemaking Education in the Department of Occupational Education and Technology in Texas.	Supportive Information, Department of Occupational Education and Technology, Appendix A-3. Texas Education Agency, Texas State Plan for Vocational Education, p. 10, (16).
Compare the state plan and program standards for vocational homemaking education in Texas in such areas as: . qualifications of personnel . program . evaluation . state reports . fiscal control and accounting procedures . programs for the disadvantaged	Texas Education Agency, Vocational Homemaking Education Program Standards for Public Schools, (17).
Compare the section on consumer and homemaking education to the program standards for vocational homemaking education.	Spurrier, P.; Durr, G., Selected Topics in Home Economics, pp. 29-40, (13).

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(24) Hughes, Ruth P., and Fanslow, Alyce. "Evaluation: A Neglected Area of Competency-Based Education." Journal of Home Economics 67 5, (September 1975): 23.

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Audiovisuals

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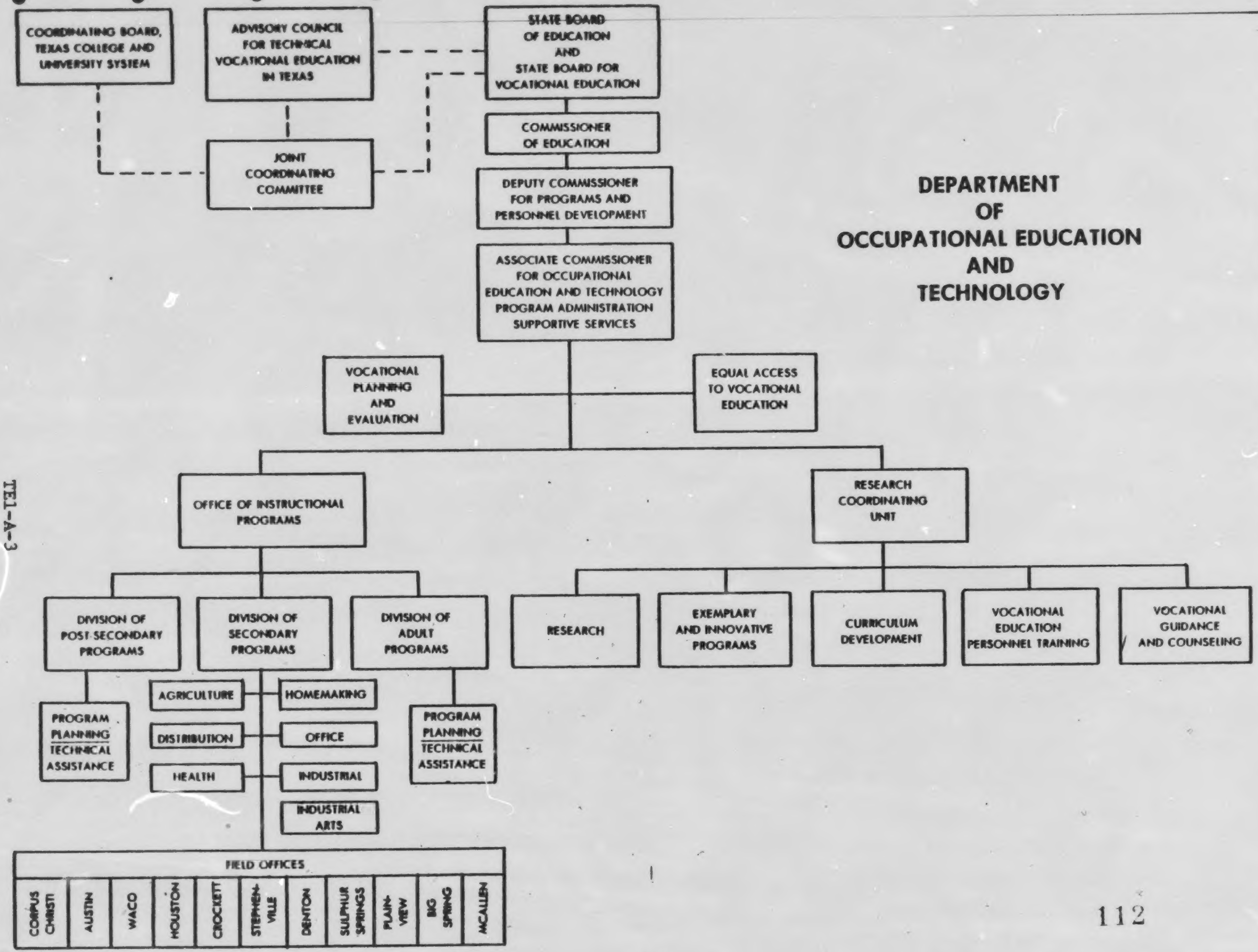
Tapes, scripts, radio spot announcements for vocational homemaking education.

APPENDIX A

TE1-A-3

DEPARTMENT
OF
OCCUPATIONAL EDUCATION
AND
TECHNOLOGY


COORDINATING BOARD, TEXAS COLLEGE AND UNIVERSITY SYSTEM
ADVISORY COUNCIL FOR TECHNICAL VOCATIONAL EDUCATION IN TEXAS
STATE BOARD OF EDUCATION AND STATE BOARD FOR VOCATIONAL EDUCATION
JOINT COORDINATING COMMITTEE
COMMISSIONER OF EDUCATION
DEPUTY COMMISSIONER FOR PROGRAMS AND PERSONNEL DEVELOPMENT
ASSOCIATE COMMISSIONER FOR OCCUPATIONAL EDUCATION AND TECHNOLOGY PROGRAM ADMINISTRATION SUPPORTIVE SERVICES
VOCATIONAL PLANNING AND EVALUATION
EQUAL ACCESS TO VOCATIONAL EDUCATION
OFFICE OF INSTRUCTIONAL PROGRAMS
RESEARCH COORDINATING UNIT
DIVISION OF POST-SECONDARY PROGRAMS
DIVISION OF SECONDARY PROGRAMS
DIVISION OF ADULT PROGRAMS
RESEARCH
EXEMPLARY AND INNOVATIVE PROGRAMS
CURRICULUM DEVELOPMENT
VOCATIONAL EDUCATION PERSONNEL TRAINING
VOCATIONAL GUIDANCE AND COUNSELING
PROGRAM PLANNING TECHNICAL ASSISTANCE
AGRICULTURE
HOMEMAKING
DISTRIBUTION
OFFICE
HEALTH
INDUSTRIAL
INDUSTRIAL ARTS
PROGRAM PLANNING TECHNICAL ASSISTANCE
FIELD OFFICES
CORPUS CHRISTI
AUSTIN
WACO
HOUSTON
CROCKETT
STEPHENVILLE
DENTON
SULPHUR SPRINGS
PLAINVIEW
BIG SPRING
MCALLEN

APPENDIX B

Purposes of Vocational Education

(Public Law 94-482, Part A, Section 701, p. 2169)

TEI-B-3

1. to extend, improve, and, where necessary, maintain existing programs of vocational education,

2. to develop new programs of vocational education,

3. to develop and carry out such programs of vocational education within each State so as to overcome sex discrimination and sex stereotyping in vocational education programs (including programs of homemaking), and thereby furnish equal educational opportunities in vocational education to persons of both sexes, and

4. to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis,

APPENDIX C

Writing A News Article

1. Using the following set of facts, write a short two to three paragraph news article. Use the exact format in which you would submit the article to a newspaper. Use as much of the information listed below as necessary to write the article.

   You want to publicize the new semester course in Home Management including males and females to be added to the course offerings in your school next fall. The semester course will include three weeks on personal, social, and family relations, etiquette and dating, two weeks on grooming, clothes buying and maintenance, two weeks on managerial skills in the home, three weeks on meal planning, food selection and buying and eight weeks on food preparation techniques. The course is open to males and females at the junior and senior level. Some of the learning experiences planned for students include: food and equipment demonstrations by home economists from the local utility companies, field trips to a clothing store for ideas for coordinating your wardrobe, and to a supermarket to learn efficient consumer buying practices; a guest speaker from the Better Business Bureau to explain leases and installment contracts; and laboratory experiences in the homemaking department. Recruitment for students for this new course will run from May 1 until May 15th.

2. You are a vocational homemaking teacher in a state whose legislators are considering a measure whereby support of vocational homemaking programs will be cut by 50 percent for the following year. Appropriations are minimal at the present level and a cut of 50 percent will mean certain doom to many programs and a drastic reduction of quality of other programs. The professional organization in which you are a member has urged all concerned home economists to launch a campaign to stop passage of the measure through news campaigns to promote public awareness and solicit support in your efforts.

   Construct a news article which includes a basic philosophy of vocational homemaking education and current legislative proposals affecting vocational homemaking. Next, describe ways in which the article could be used for informing legislators of professional and public opinion on this matter.

APPENDIX D

History of Vocational Homemaking Education

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- Biester, Charlotte E. "Prelude - Catharine Beecher." *Journal of Home Economics* 51 (September 1959): 549-551.
- Journal of Home Economics. "AHEA Presidents." *Journal of Home Economics* 51 (September 1959): 542-546.
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- Zuill, Frances. "Fifty Years of Achievement in the American Home Economics Association." *Journal of Home Economics* 51 (September 1959).

APPENDIX E

Suggested Questions for Evaluation

TPO 1:1 Purposes and Philosophy of Vocational Homemaking

Analyze the following spot announcements developed by the Vocational Homemaking Teacher's Association of Texas to determine what legislative purpose(s) is being emphasized:

Announcement:

Would you know how to select a good child care center? More and more young parents are facing this choice today...and some are relying on a course they had in high school. Homemaking Child Development...Where they learned how to become good parents in today's world...From prenatal care to childbirth to discipline to education. Home economics is changing...with emphasis on today's needs.

Homemaking Education in Texas...paving the way to better living today.

1. Purpose(s):

Announcement:

Are you tired of bowling, cards, television consuming your evenings? If you are, then vocational homemaking for adults is for you. The next session of classes will begin in two weeks. Come and discover current consumer issues, nutritional aspects of good health, methods of productive family living, and other topics of importance in our changing world. Home economics is changing ...to better meet the needs of all citizens with emphasis on today's needs.

Homemaking Education in Texas...paving the way to better living today.

2. Purpose(s):

Write a spot announcement about a vocational homemaking education program and designate the legislative purpose it serves.

3. Spot announcement

4. Purpose

The school at which you are employed as a vocational homemaking teacher has decided to sponsor a public information forum for the purpose of increasing understanding of the vocational education program of the school. The local administrators have appointed you as a member of a committee whose charge is to identify the purposes and objectives of the vocational education program for the school. In the space provided below, list and explain three purposes of vocational education:

5.

6.

7.

You are a homemaking teacher in Area X-9. The congressional representative that represents your area has been quoted as saying that vocational education (including vocational homemaking) contributes little to the overall educational system. You and other affected teachers of vocational courses have decided to take some kind of action to attempt to change this misguided opinion. (8) Describe the action you would take in the space provided below and (9) state your case by explaining the relationship vocational homemaking education has to the total educational system.

8. I would take the following action:

9. My case is explained below:

Suggested Scoring Key
for
TPO 1:1

NOTE: Several questions refer to the purposes of Vocational Homemaking Education. Therefore, a list of the purposes has been included and reference is made to the purposes by number rather than restatement each time.

Program Purposes--The vocational homemaking education program is designed for the following purposes:

(1) to prepare males and females for the occupation of homemaking and for combining the roles of homemakers and wage earners

(2) to help individuals and families improve home environment and the quality of personal, family, and community life

(3) to prepare youth and adults for the responsibilities of homemakers and parents through instruction in the home economics subjects of child development, clothing and textiles, consumer education, family living, food and nutrition, home management, and housing

(4) to prepare students to become employable in occupations requiring knowledge and skills in one or more of the home economics subject areas

(5) to help students who are educationally disadvantaged and those who are handicapped develop skills for gainful employment in home economics related occupations

(6) to provide youth and adults with opportunities for leadership development

(7) to provide a basis for preparation for professional leadership in home economics and consumer education

(8) to give greater consideration to economic, social, and cultural conditions and needs of families

(9) to provide outreach programs for youth and adults who have special needs

1. Any of the following purposes could be accepted as a correct answer: 1, 2, 4, or 8

2. Any of the following purposes could be accepted as a correct answer: 1, 2, 4, 6, or 8

3. The student's announcement should conform to the following guidelines for spot announcements:

   - The announcement is appropriate for the audience.

   - The announcement uses an approach that focuses on a concern of the audience.

- The information is organized in a good announcement.
- One major idea is identified and supporting facts are given for the announcement in order of declining importance.
- The announcement should show plans for dramatization of some kind whenever possible such as a chart, photograph, sound effects, etc. The dramatization should be appropriate for the particular announcement.

4. The second part of this question refers to the purposes. Check the list of purposes that is included to determine whether or not the student selected a justifiable purpose for the announcement.

5.
6.
7. These purposes could be similar to the specific purposes for vocational homemaking education except of necessity more general in nature. The individual instructor must use his/her own discretion in scoring this question. However, some suggestions for answers are provided below:

   - to improve the quality of home and family life
   - to increase the employability of individuals
   - to prepare individuals for college or further education
   - etc.

8. The following suggestions are offered as possible answers:

   - organize concerned professionals
   - seek support from citizens, students, etc.
   - prepare local publications and publicity
   - send news clippings

9. The vocational homemaking education purposes should be used in this question and a relationship should be drawn showing the enriching qualities of vocational homemaking to the total educational system. The relationship should show how vocational homemaking meets some of the broad objectives of general education.

APPENDIX B

Basic Competencies For Beginning Teachers of Home Economics

BASIC COMPETENCIES
FOR
BEGINNING TEACHERS
OF
VOCATIONAL
HOME ECONOMICS

Preface

Home economics educators of Texas institutions of higher learning expressed a concern, interest, and need to research and develop a statewide project for the improvement of home economics teacher education programs. Educators from the 19 universities and colleges in Texas with approved home economics teacher education programs elected to work conjointly to identify basic competencies needed to implement competency-based teacher education programs and to validate these competencies.

A chairperson was appointed to coordinate and implement the project to be developed. A select group of 45 state, area, and local home economics educators met for a three-day retreat. This provided an opportunity for home economics administrators, teacher educators, subject-matter teachers, the state director of home economics, consultants from the Texas Education Agency, junior college personnel, city supervisors of vocational homemaking, public school vocational homemaking teachers from both gainful and useful programs, and university student teachers to meet informally for discussion and assimilation of ideas.

A steering committee formulated the format for the competency statements, defined terms which would be utilized in identifying and cataloguing competencies, outlined a sequence of tasks to be completed and delegated specific assignments. This systematized cooperative plan was instituted.

Consultants assisted the groups to research, identify, and clarify desired and/or essential competencies of beginning teachers of home economics in the following areas: Child Development, Clothing and Textiles, Consumer Education, Family Life Education, Foods and Nutrition, Home Management, Housing, Home Furnishings and Equipment, and Teacher Education. The Purposes of Home Economics Education and The Texas Conceptual Framework in Homemaking Education in Texas, which was developed by 1800 vocational homemaking teachers, were used as a basis for group work. Participants in cluster meetings reviewed and revised the competencies using the input received in the validation process.

As a result of this project, the essential competencies needed by vocational homemaking teachers upon completing a vocational home economics teacher education program were identified. These competencies are to be considered as minimum existing behaviors viewed not as ends in themselves. The broad basic competencies provide a workable format for each college or university to develop programs in its own unique way. It is understood that the time spent on each competency, terminal performance objective, and enabling objective will be determined by the individual instructor or department. Additions, deletions, and clarification of the identified competencies are expected to evolve continually as competency-based teacher education programs are developed and evaluated.

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The identified competencies may be used as a framework to plan, evaluate, and/or develop home economics teacher education programs and as a grid in determining the sequence in which particular competencies may be stressed. Teacher educators will develop a knowledge and understanding of competency-based education and its unique contribution to the total program. Subject-matter instructors will become aware of the unique needs of homemaking teachers. Colleges and universities that elect to use competency-based programs will have a means of evaluating the extent to which teachers are being prepared.

Mrs. Elizabeth F. Smith
Director, Homemaking Education
Texas Education Agency

Basic Competencies for Beginning Teachers of Vocational Home Economics is the foundation of the series of instructional guides:

Teacher Education
Child Development
Clothing and Textiles
Consumer Education
Family Living
Food and Nutrition
Home Management
Housing, Home Furnishings and Equipment

The above publications are available from:

Home Economics Instructional Materials Center
Texas Tech University
P. O. Box 4067
Lubbock, Texas 79409

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Basic Competencies for Beginning Teachers of Home Economics

Definition of Terms

The steering committee decided upon the following definitions:

competency--knowledge, skills, affective behavior and/or judgment which the student will demonstrate at a predetermined proficiency level

terminal performance objective (TPO)--a major component of a competency

enabling objective (EO)--a specific performance relating directly to a TPO; it serves as a criteria for achieving the competency

Numbering System

An explanation of the numbering system for the competency, terminal performance objectives, and enabling objectives follows:

COMPETENCY 1 This numeral identifies the competency within each subject-matter area.

TPO 1:1 The first numeral is the same as the competency number. The second numeral identifies the TPO for each competency.

EO 1:11 The first numeral is the same as the competency number. The second numeral identifies the TPO. The third numeral specifies the enabling objective which also serves as a criterion for the achievement of the competency.

How To Read The Competency Statements

The teacher will demonstrate:

COMPETENCY 1 Ability to manage financial resources in relation to goals as consumers

by being able to:

TPO 1:1 Analyze factors affecting income

by demonstrating ability to:

EO 4:11 Identify sources of income

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COMPETENCIES IN TEACHER EDUCATION (TE)

COMPETENCY 1: Ability to fulfill the professional roles of the home economics educator

- TPO 1:1 Utilize philosophy and purposes of vocational home economics education
  - EO 1:11 Apply legislative purposes of consumer homemaking education to all aspects of a total vocational homemaking program
  - EO 1:12 Describe how the state program of work for vocational homemaking education can be interpreted to legislators and laypersons
  - EO 1:13 Illustrate effective communication skills pertaining to basic philosophy of homemaking education including news media
  - EO 1:14 Relate vocational homemaking education to total educational system
  - EO 1:15 Assist in the identification of the vocational education purposes and objectives for the school
- TPO 1:2 Develop professional expertise in vocational home economics education
  - EO 1:21 Identify current trends in professional organizations for the teaching profession
  - EO 1:22 Develop plans for the attainment of goals and objectives of the teaching profession
  - EO 1:23 Develop guidelines for participation in vocational homemaking educational inservice meetings and professional meetings
  - EO 1:24 Develop strategies to achieve specific professional goals
  - EO 1:25 Analyze multiple professional roles
  - EO 1:26 Formulate and use plans for professional improvement
- TPO 1:3 Implement continuous personal and professional growth
  - EO 1:31 Observe the ethical procedures of a professional
  - EO 1:32 Develop skills in evaluating, accepting, and improving self

EO 1:33 Determine methods for exhibiting pride, confidence, and enthusiasm for work and for the profession

COMPETENCY 2: Ability to establish interpersonal relationships

TPO 2:1 Function effectively within the school setting

EO 2:11 Determine ways to show empathy, concern, and respect for the learner

EO 2:12 Describe ways to provide an atmosphere in which students can function with each other

EO 2:13 Develop guidelines for working constructively with others

TPO 2:2 Function effectively within the community

EO 2:21 Propose ways to use characteristics of the community as a basis for program development

EO 2:22 Determine major characteristics of specific target populations which affect school-community relationships

EO 2:23 Propose ways of relating to people in various cultural and socioeconomic groups

EO 2:24 Analyze the value of school-community organizations

EO 2:25 Propose ways homemaking teachers can work with agencies to promote continuing education

COMPETENCY 3: Ability to plan the total home economics program

TPO 3:1 Identify major program objectives consistent with vocational program standards

EO 3:11 Recognize the purpose of vocational homemaking education as stated in the Vocational Homemaking Education Program Standards for Public Schools

EO 3:12 Provide for the implementation of the purposes specified in the Vocational Homemaking Education Program Standards for Public Schools in developing the program plans

EO 3:13 Develop the annual program plan through the integration of various components

EO 3:14 Outline procedures for establishing and using advisory council

TPO 3:2 Relate the major elements of curriculum to planning the instructional program

EO 3:21 Select concepts for various subject-matter areas in vocational home economics programs

EO 3:22 Select and/or develop behavioral objectives for subject-matter areas

EO 3:23 Select strategies of teaching/learning which utilize principles of learning in achieving behavioral objectives

EO 3:24 Utilize research findings in developing the motivational teaching/learning experiences

TPO 3:3 Create broad-based plans for instruction

EO 3:31 Develop a scope and sequence for specific subject areas

EO 3:32 Design units of instruction including concepts, content, learning opportunities, and methods of evaluation and instructional materials

EO 3:33 Develop a training plan for various occupations in home economics cooperative education

TPO 3:4 Develop specific plans for teaching

EO 3:41 Relate elements of curriculum to daily lesson plans

EO 3:42 Make a block plan for a subject-matter unit

EO 3:43 Develop a daily lesson plan from the block plan

COMPETENCY 4: Ability to manage the home economics program

TPO 4:1 Evaluate management practices of personal and professional life

EO 4:11 Apply managerial principles to personal life

EO 4:12 Apply managerial principles to vocational homemaking program management

EO 4:13 Determine the effect of attitude on managerial ability

EO 4:14 Integrate personal and program management

TPO 4:2 Establish and/or maintain management procedures which facilitate the achievement of program objectives

- EO 4:21 Determine tasks and procedures for managing classroom activities in a vocational homemaking program
- EO 4:22 Implement procedures for using resources to help achieve objectives
- EO 4:23 Develop a code of behavior which promotes acceptable student responses
- EO 4:24 Utilize facilities to interpret the scope of the vocational homemaking program

TPO 4:3 Maintain physical facilities of the department

- EO 4:31 Develop methods for storage and security of supplies and equipment utilized in a vocational homemaking department
- EO 4:32 Establish a plan for directing students in a system of cleaning and maintaining the vocational homemaking department
- EO 4:33 Provide classroom environment conducive to learning
- EO 4:34 Demonstrate methods for optimal utilization of resources in operating a vocational homemaking department

TPO 4:4 Direct the financial business of the vocational homemaking department

- EO 4:41 Prepare an annual itemized budget of both local and state operating funds provided for departmental operation in a variety of vocational homemaking programs
- EO 4:42 Identify procedures for purchasing equipment and supplies

TPO 4:5 Establish procedures for completing records and reports required for vocational homemaking programs

- EO 4:51 Describe records required by the local school administration and the State Department of Education
- EO 4:52 Develop a plan for collecting data to utilize in preparing reports on program operation
- EO 4:53 Maintain an inventory of vocational supplies and equipment assigned to the department

COMPETENCY 5: Ability to provide instruction for the various phases of the vocational home economics program

- TPO 5:1 Direct instructional activities which bring about behavioral changes consistent with objectives
  - EO 5:11 Base instruction upon the principles of learning
  - EO 5:12 Utilize techniques and methods which facilitate achievement of objectives
  - EO 5:13 Provide experiences for developing independent decision making
  - EO 5:14 Apply the principles of group process
- TPO 5:2 Integrate student organizations with instructional programs
  - EO 5:21 Sponsor or assist with student organizations
  - EO 5:22 Stimulate participation in local, area, state, and national meetings
  - EO 5:23 Incorporate Impact and Encounter into classroom activities

COMPETENCY 6: Ability to guide students in personal and professional development

- TPO 6:1 Analyze the teacher's role in guidance and counseling
  - EO 6:11 Explain qualities of an atmosphere conducive to counseling and guidance of students
  - EO 6:12 Develop personal listening skills
  - EO 6:13 Devise means for obtaining personal data on each student to use as a basis for guidance and counseling of students
- TPO 6:2 Propose ways of guiding students in self-assessment and development
  - EO 6:21 Utilize the needs, problems, and concerns of students as a basis for guidance and counseling
  - EO 6:22 Propose means of guiding students to self-evaluate, self-analyze, and take responsibility for self
  - EO 6:23 Determine ways of fostering positive self-concept development in students

TPO 6:3 Appraise the teacher's role in working with individuals in the school and community environment

EO 6:31 Analyze services available in the local school system and community

EO 6:32 Determine ways that the vocational homemaking teacher and school guidance counselor can cooperate to provide effective services for students

EO 6:33 Design opportunities for individual growth through classroom activities

EO 6:34 Develop procedures for utilizing FHA with emphasis on Encounter and Impact as a means of personal growth of students

EO 6:35 Organize plans for working with parents in guiding and counseling students

COMPETENCY 7: Ability to establish evaluative procedures which facilitate the achievement of stated objectives

TPO 7:1 Develop procedures for the evaluation of the program of work

EO 7:11 Utilize state program standards in evaluating the total vocational homemaking program

EO 7:12 Construct evaluative criteria consistent with local school philosophy

TPO 7:2 Develop procedures for the evaluation of the learner

EO 7:21 Devise evaluative criteria consistent with prestated objectives

EO 7:22 Provide for the students continued self-assessment of achievement based upon objectives

EO 7:23 Formulate a plan of grading and reporting consistent with school policy

COMPETENCIES IN CHILD DEVELOPMENT (CD)

COMPETENCY 1: Ability to assess the factors influencing preparation for parenthood

TPO 1:1 Analyze adjustments required by parenthood

- EO 1:11 Describe the concept of parenthood
- EO 1:12 Outline education available to aid in preparation for parenthood
- EO 1:13 Describe effects of the attitudes of mother and father on development of the infant

TPO 1:2 Interpret factors to consider when planning and preparing for parenthood

- EO 1:21 Cite factors to be considered in family planning
- EO 1:22 Identify sources of education for family planning
- EO 1:23 Describe special adjustments and recommended procedures for adoption
- EO 1:24 Explain financial considerations necessitated by parenthood

TPO 1:3 Analyze health factors which contribute to the well-being of the mother and unborn child

- EO 1:31 Relate the effects of heredity and environment on the health of the unborn child
- EO 1:32 Relate the effects of blood type to pregnancy
- EO 1:33 Relate effects of nutrition and drugs, including tobacco and alcohol on the unborn child
- EO 1:34 Identify ways the mental and physical health of the mother is related to the well-being of her unborn child
- EO 1:35 Cite identified causes of birth defects and functions of genetic counseling

TPO 1:4 Analyze factors which indicate readiness for parenthood

- EO 1:41 Cite factors which indicate a young woman has reached physical maturity

EO 1:42 Cite factors which indicate psychological readiness of the woman and man for parenthood

EO 1:43 Explain the possible effects of adolescent pregnancy

EO 1:44 Identify complications of pregnancy associated with older mothers

TPO 1:5 Evaluate prenatal and postpartum care for the mother

EO 1:51 Identify signs and symptoms of pregnancy

EO 1:52 Describe the importance of medical care throughout pregnancy

EO 1:53 Identify physiological and psychological aspects of pregnancy

EO 1:54 Design methods of meeting nutritional needs of the expectant mother

EO 1:55 Describe personal care practices required during pregnancy

EO 1:56 Identify clothing needs during pregnancy

EO 1:57 Develop a family plan for postpartum care for the mother

TPO 1:6 Appraise principles of prenatal and neonatal development

EO 1:61 Explain the process of human reproduction and conception

EO 1:62 Identify the stages in prenatal development

EO 1:63 Describe the process of childbirth

EO 1:64 Identify adjustments newborns must make

EO 1:65 Identify adjustments family members must make to meet the needs of the infant

EO 1:66 Cite the aspects of the premature infant

EO 1:67 Explain characteristics of the newborn child

TPO 1:7 Assess daily care of the infant

EO 1:71 Identify sources of information for infant care

EO 1:72 Describe the basic space needs of infants

EO 1:73 Plan equipment to meet the needs of an infant in a given situation

EO 1:74 Propose methods of meeting infant's bath needs

EO 1:75 Identify factors to consider in selecting infant clothing

EO 1:76 Describe the influence of rest and exercise on infant development

EO 1:77 Analyze an infant's dietary needs

EO 1:78 Describe the advantages and disadvantages of breast-feeding

EO 1:79 Propose methods of meeting infant's feeding needs

EO 1:710 Describe effects of daily attention and affection on infant development

TPO 1:8 Analyze principles of infant development

EO 1:81 Identify the principles of physical and motor development and relate to infant care

EO 1:82 Identify the principles of cognitive development and relate to infant care

EO 1:83 Identify principles of emotional and social development and relate to infant care

COMPETENCY 2: Ability to evaluate the physical, intellectual, emotional, moral, personality and social development of the individual

TPO 2:1 Relate principles of human development to the child

EO 2:11 Explain the interrelationship of maturation and learning

EO 2:12 Illustrate predictable patterns of development

EO 2:13 Recognize ways individuals may differ in their development

EO 2:14 Relate the influence of early development to the later development of the child

EO 2:15 Explore children's behavior in relation to major developmental theories

TPO 2:2 Analyze the factors influencing an individual's development

EO 2:21 Identify the influence of heredity and environment on human development

EO 2:22 Explain the influence of the family on the child's development

- EO 2:23 Explore the influence of social institutions to which children are exposed
- EO 2:24 Weigh the impact of mass media on the child

TPO 2:3 Analyze the physical development of the individual

- EO 2:31 Examine effects of body development of the child on total development
- EO 2:32 Explain effects of growth cycles on the child
- EO 2:33 Identify factors which influence motor development

TPO 2:4 Analyze the effects of various factors on an individual's intellectual development

- EO 2:41 Explain the influence of various factors on intellectual development
- EO 2:42 Describe the process by which a child comprehends concepts
- EO 2:43 Identify the theories of intellectual development
- EO 2:44 Analyze language development of a given child
- EO 2:45 Propose ways to encourage creativity

TPO 2:5 Analyze factors which contribute to an individual's emotional and personality development

- EO 2:51 Explain the importance of maturation and learning on emotional development
- EO 2:52 Explain the differences in children's emotions as compared to adults
- EO 2:53 Analyze possible reasons for children's different emotional reactions
- EO 2:54 Examine ways children are encouraged to develop emotional control
- EO 2:55 Examine the influences of race, social class, ethnic groups, and family constellations on emotional development and self-image

TPO 2:6 Analyze factors which influence social development of individuals

- EO 2:61 Explain factors which influence the social development of the child

EO 2:62 Identify the process of identification, sex-role identification, sex-role typing, and sexual roles

EO 2:63 Emphasize the influence of peers on socialization

EO 2:64 Determine ways one may improve social acceptance

EO 2:65 Explain factors which influence leadership development in children

TPO 2:7 Analyze the effects of various factors on personality development

EO 2:71 Determine the role of individuality in personality development

EO 2:72 Explain the influences of various factors on personality development

EO 2:73 Explain the importance of the early years as a critical period in the child's personality development

EO 2:74 Determine ways the family may encourage personality adjustments

EO 2:75 Identify theories of personality development

TPO 2:8 Summarize factors which contribute to moral development of individuals

EO 2:81 Indicate the relationship of conscience to moral development

EO 2:82 Explain the relationship of guilt and shame to moral development

EO 2:83 Trace the process of moral development

EO 2:84 Review research in moral development

EO 2:85 Cite factors which influence moral development

EO 2:86 Determine ways discipline and guidance influence moral development

TPO 2:9 Analyze the importance of the family on the child

EO 2:91 Identify responsibilities important to desirable parent-child relationships

EO 2:92 Summarize the factors affecting sibling relationships

- EO 2:93 Describe types of relationships with different relatives
- EO 2:94 Cite special situations whereby children can be brought into the family
- EO 2:95 Analyze effects of various types of crises which affect families
- EO 2:96 Explore quality, quantity, and effective utilization of parent-child time
- EO 2:97 Assess special problems of single parenting
- EO 2:98 Identify causes and effects of child abuse, neglect, and emotional deprivation

TPO 2:10 Appraise the value of play and play equipment on the young child's development

- EO 2:101 Explain the value of play in the development of the child
- EO 2:102 Describe the characteristics and types of children's play
- EO 2:103 List factors to consider when selecting toys and equipment
- EO 2:104 Determine appropriateness of books, music, fingerplays, and art for children at different age levels

TPO 2:11 Determine factors necessary for the adjustment of the exceptional child

- EO 2:111 Describe the basic differences in various types of exceptionalities
- EO 2:112 Solve problems related to emotional adjustments of a family with an exceptional child
- EO 2:113 Describe services and facilities available to families with exceptional children

COMPETENCY 3: Ability to evaluate care and guidance techniques which meet the basic needs of the child and contribute to his optimal development

TPO 3:1 Assess the basic needs in the care and guidance of children

- EO 3:11 Determine physical needs of the infant and young child
- EO 3:12 Identify methods of displaying love and affection to the child

  - EO 3:13 Determine means of developing self-esteem and self-actualization in the child

- TPO 3:2 Apply the principles of nutrition to meet the needs of the child
  - EO 3:21 Develop guidelines for meeting the nutritional needs of the child
  - EO 3:22 Identify emotional aspects of mealtime
  - EO 3:23 Determine the influence of the environment on meeting the nutritional needs of the child
  - EO 3:24 Identify factors to consider when selecting children's food for a balanced diet
- TPO 3:3 Assess factors to consider in the selection and care of children's clothes
  - EO 3:31 Develop guidelines for selection of clothing
- TPO 3:4 Analyze housing needs during the developmental stages of the child
  - EO 3:41 Develop housing guidelines
- TPO 3:5 Determine the health and safety procedures necessary for the care of children
  - EO 3:51 Develop health and safety guidelines
- TPO 3:6 Analyze the various methods of guidance and their effectiveness in supporting the development of the child
  - EO 3:61 Relate short- and long-term purposes of guidance
  - EO 3:62 Differentiate between guidance, discipline, punishment, and rewards
  - EO 3:63 Differentiate between direct and indirect methods of guidance
  - EO 3:64 Describe methods of appropriate indirect guidance
  - EO 3:65 Illustrate methods of direct guidance
  - EO 3:66 Identify general rules for appropriate verbal guidance
  - EO 3:67 Utilize brief, firm, and positive verbal guidance techniques

TPO 3:7 Relate the effects of a physical, mental, or emotional handicap on the guidance and discipline of the child

EO 3:71 Develop means of guiding the exceptional child

COMPETENCY 4: Ability to integrate human relation skills in dealing with self and others

TPO 4:1 Demonstrate ability to recognize and accept self as a person of unique values, strengths, and personal qualities

EO 4:11 Assess own personality

EO 4:12 Clarify own values influencing interpersonal relationships

TPO 4:2 Recognize the dynamics of human relationships

EO 4:21 Identify theories of human relations

TPO 4:3 Demonstrate the use of effective verbal and nonverbal communication skills

EO 4:31 Demonstrate skills in communication

COMPETENCY 5: Ability to assess models of early childhood education programs for young children, and community services

TPO 5:1 Relate the influence of historical and philosophical viewpoints concerning the nature of children to the development of the child

EO 5:11 Identify historical perspectives of early childhood education

EO 5:12 Identify models of early childhood education

EO 5:13 Identify personal philosophy of early childhood education

TPO 5:2 Determine appropriate activities and guidance techniques for young children in the early childhood education setting

EO 5:21 Demonstrate ability to use books, music, art, manipulative, and science activities with young children

EO 5:22 Identify guidance techniques for children's play

TPO 5:3 Summarize community health care services available for children

EO 5:31 Identify health care services for children in Texas

TPO 5:4 Assess the role of the community in providing child care services

EO 5:41 Describe types of available child care services

EO 5:42 Describe the laws and regulations related to child care

COMPETENCY 6: Ability to analyze career and job opportunities related to the field of child development

TPO 6:1 Determine competencies needed by child care personnel

EO 6:11 Develop a rationale for child development education

EO 6:12 Identify personal philosophy of caring for children

EO 6:13 Identify basic understandings of child development

EO 6:14 Identify desirable personal characteristics of professional child care personnel

EO 6:15 Provide examples of desirable classroom behaviors of child care workers

EO 6:16 Identify various nonclassroom behavior which demonstrate professionalism

EO 6:17 Identify professional organizations in which membership would be desirable for professional child care personnel

EO 6:18 Identify professional child development resources

TPO 6:2 Describe job and career ladders related to child development areas

EO 6:21 Identify possible occupations related to child development

EO 6:22 List examples of various levels of occupations

EO 6:23 Explain educational preparation necessary at the various levels for advancement opportunities

EO 6:24 Identify local employment opportunities in child related areas

EO 6:25 Predict future occupations related to child development

COMPETENCIES IN CLOTHING AND TEXTILES (C&T)

COMPETENCY 1: Ability to analyze the effect of physical, social, psychological, and economic aspects of clothing and textiles in relation to the development of the individual

TPO 1:1 Analyze major social, physical, and economic aspects of clothing and textiles in relation to the development of the individual

EO 1:11 Describe how clothing and textiles provide physical protection in the total environment

EO 1:12 Discuss rationale for aesthetic use of adornments and ritual symbolism as used in clothing and textiles

EO 1:13 Give examples of how the selection of clothing and textiles can affect group acceptance and personal adjustment

EO 1:14 Determine ways that clothing and textiles influence the role of communication

EO 1:15 Analyze how clothing form and appearance affect first impressions of individuals

EO 1:16 Relate selection of clothing and textiles as a means of role identification

EO 1:17 Appraise the effects of environmental, social, and economic changes on consumer aspects of clothing

TPO 1:2 Analyze psychological aspects of clothing and textiles

EO 1:21 Determine ways that clothing and textiles affect self-concept

EO 1:22 Describe ways personality can be expressed through clothing and textiles

EO 1:23 Analyze the characteristics of a self-actualized person in relation to the psychological dimension of clothing and textiles

COMPETENCY 2: Ability to relate art elements and principles of clothing design to the selection of apparel for the individual

TPO 2:1 Analyze the elements and principles of clothing design

EO 2:11 Apply the essentials of design to dress

EO 2:12 Categorize structural and applied design criteria for textiles and clothing

EO 2:13 Identify construction features that contribute to or relate to the aesthetics of clothing design

EO 2:14 Exhibit an attractive appearance by showing sensitivity to the essentials of design

COMPETENCY 3: Ability to relate textile and clothing information to consumer concepts

TPO 3:1 Analyze criteria for determining clothing care and buymanship

EO 3:11 Explain labeling information

EO 3:12 Describe textile concepts

TPO 3:2 Interpret consumer information related to textile and clothing

EO 3:21 Use decision-making procedures when evaluating consumer personality

EO 3:22 Illustrate the application of clothing and fabric consumer concepts

EO 3:23 Recognize sources of information which influence consumer protection

EO 3:24 Examine consumer responsibility

COMPETENCY 4: Ability to apply management principles in wardrobe planning and selection

TPO 4:1 Identify factors to consider in planning and managing a clothing wardrobe

EO 4:11 Determine standards for clothing purchases

EO 4:12 Formulate a clothing budget

EO 4:13 Analyze clothing needs and wants for individuals through the continuing life cycle

EO 4:14 Identify needs and wants for special individuals

TPO 4:2 Exhibit appropriate clothing care practices

EO 4:21 Determine storage facilities for environmental protection and space utilization

EO 4:22 Perform mending, alteration, and renovating tasks

EO 4:23 Use laundry equipment and aids efficiently and safely

EO 4:24 Demonstrate stain removal and cleaning procedures

COMPETENCY 5: Ability to demonstrate skills in clothing construction

- TPO 5:1 Exhibit skills for classroom organization, selection, arrangement, and use of basic sewing tools and equipment
  - EO 5:11 Demonstrate ability to select and arrange basic sewing tools and equipment for classroom use
  - EO 5:12 Demonstrate the use and care of the components of the sewing machine
  - EO 5:13 Demonstrate standards for stitching
- TPO 5:2 Exhibit ability in selecting and fitting a pattern
  - EO 5:21 Determine pattern size and type according to figure proportions
  - EO 5:22 Interpret information provided with the pattern
  - EO 5:23 Illustrate methods for testing a pattern for fit and basic alterations
- TPO 5:3 Apply knowledge in selection, cutting, and marking fabrics
  - EO 5:31 Recognize woven, knitted, non-woven, and futuristic fabrics
  - EO 5:32 Coordinate appropriate fabrics and notions for pattern design
  - EO 5:33 Practice fabric preparation
  - EO 5:34 Use layout, cutting, and marking skills
- TPO 5:4 Exhibit management techniques in construction
  - EO 5:41 Practice unit construction skills
  - EO 5:42 Exhibit skills in using various types of pressing equipment
  - EO 5:43 Follow safety procedures in the use of pressing equipment
- TPO 5:5 Demonstrate basic construction techniques
  - EO 5:51 Employ appropriate treatment to all garment areas
  - EO 5:52 Recognize quality workmanship
  - EO 5:53 Employ quick methods of construction which produce quality garments
  - EO 5:54 Construct a garment using various types of equipment and construction techniques

TPO 5:6 Develop materials and strategies appropriate for the teaching of clothing and textiles

EO 5:61 Practice techniques for effective teaching

EO 5:62 Recognize methods to present clothing construction on an individualized basis

COMPETENCY 6: Ability to relate textiles and clothing to career and job opportunities

TPO 6:1 Analyze procedures for identifying job opportunities

EO 6:11 Employ techniques for gathering information on job opportunities

EO 6:12 Explore various job opportunities in the textiles and clothing area

TPO 6:2 Recognize attributes contributing to employability

EO 6:21 Identify skills and competencies needed in textiles and clothing related industry

EO 6:22 Analyze effects of appearance on interviews and job success

EO 6:23 Identify personal characteristics necessary for success in the world of work

EO 6:24 Evaluate one's own personal qualities in relationship to employability

TPO 6:3 Analyze interrelationships of employment and home life

EO 6:31 Assess roles of values and judgments in relationship to job opportunity

COMPETENCY 7: Exhibit an ability to operate equipment used in industrial institutions

TPO 7:1 Exhibit an understanding and ability to use and care for the equipment used in commercial sewing

EO 7:11 Review a variety of brands and types of equipment

EO 7:12 Practice preventive and corrective maintenance

EO 7:13 Operate industrial machines effeciently and safely

EO 7:14 Examine vocational programs and resources for commercial sewing

TPO 7:2 Explore various factory operation techniques

- EO 7:21 Identify factory operations techniques
- EO 7:22 Identify various workroom philosophies

COMPETENCIES IN CONSUMER EDUCATION (CE)

COMPETENCY 1: Ability to assess individual and family situations in relation to consumer objectives

TPO 1:1 Relate values, goals, and standards to the use of financial resources

EO 1:11 Identify individual and family resources

EO 1:12 Define and identify values, goals, and standards

EO 1:13 Identify influences on values, goals, and standards

EO 1:14 Describe how values, goals, and standards are used in establishing priorities

EO 1:15 Give rationale for use of a value system in fulfilling financial objectives

TPO 1:2 Apply the decision-making process to the allocation of resources

EO 1:21 Outline the steps in the decision-making process

EO 1:22 Describe the influences of values and goals on the decision-making process

EO 1:23 Identify factors affecting decisions about finances

TPO 1:3 Interpret the value of the conservation concept in the use of resources

EO 1:31 Identify conservation measures

EO 1:32 Appraise the future impact of the present trend in the use of resources

EO 1:33 Formulate strategies for conserving resources in areas of living

TPO 1:4 Analyze individual and family spending plans

EO 1:41 Describe the meaning of standard, socioeconomic level, and cost of living

EO 1:42 Interpret the role of values and goals in formulating a spending plan

EO 1:43 Formulate realistic financial programs with respect to income, expenses, goals, and values

EO 1:44 Relate the importance of family communication and family relationships to the development and utilization of individual and family spending plans

COMPETENCY 2: Ability to evaluate the interrelatedness of the consumer and the total economy

TPO 2:1 Determine the role of the consumer in the total economy

EO 2:11 Identify basic economic terms

EO 2:12 Identify the sources of real and psychic income

EO 2:13 Interpret how lifestyles affect the use of income

EO 2:14 Describe various influences on consumer choices

EO 2:15 Identify problems of society which affect consumers

EO 2:16 Determine the effect of consumer practices on market prices

TPO 2:2 Relate economic principles to the United States' economic system

EO 2:21 Define major economic principles

EO 2:22 Describe the role of the consumer in capitalism

EO 2:23 Describe the role of business in capitalism

EO 2:24 Describe the role of government in capitalism

TPO 2:3 Interpret the concept of government taxation

EO 2:31 Describe the purposes and functions of taxation

EO 2:32 Outline the sources of local, state, and national tax dollars

EO 2:33 Explain the allocation of local, state, and federal tax dollars

EO 2:34 Define the methods of record keeping for computing of taxes

EO 2:35 Use methods of record keeping to expedite the figuring of taxes

EO 2:36 Explain the use of various forms used in filing income taxes

EO 2:37 Review effective methods of calculating income taxes

EO 2:38 Compare alternatives for taxation reform

TPO 2:4 Review the world monetary system

- EO 2:41 Describe the sources of money
- EO 2:42 Determine the functions of money
- EO 2:43 Relate the rationale for the law of supply and demand
- EO 2:44 Review the circular flow of money
- EO 2:45 Interpret the banking system and the Federal Reserve system
- EO 2:46 Relate the United States monetary system to world monetary system

TPO 2:5 Review the world market system

- EO 2:51 Describe the marketing process
- EO 2:52 Compare various types of markets

COMPETENCY 3: Ability to evaluate consumer practices in the marketplace

TPO 3:1 Relate the principles of consumer purchasing to economic security

- EO 3:11 Determine factors influencing consumer choices
- EO 3:12 Analyze advertising and labeling and the effect on consumer practices
- EO 3:13 Describe the effect of fraudulent and deceptive practices
- EO 3:14 Identify goals of consumerism

TPO 3:2 Analyze the multirole of credit in achieving financial objectives

- EO 3:21 Identify ways in which the use of credit can contribute to the achievement of financial objectives
- EO 3:22 Describe sources, types, and costs of credit
- EO 3:23 Explain the bases for securing credit emphasizing the importance of credit rating
- EO 3:24 Evaluate the use, type, and source of credit
- EO 3:25 Explain credit laws, credit agreements, and contracts

TPO 3:3 Analyze financial programs available for individual and family financial security

EO 3:31 Distinguish between the purposes of savings and investments

EO 3:32 Describe the types of savings and investments

EO 3:33 Interpret the role of self-discipline in implementation of an effective savings and/or investment program

EO 3:34 Evaluate savings and investment plans according to individual and family needs

EO 3:35 Describe financial programs for estate planning and retirement

TPO 3:4 Analyze financial protection plans available for individual and family economic security

EO 3:41 Describe the purpose and value of insurance

EO 3:42 Identify the basic types of insurance

EO 3:43 Develop criteria for selecting insurance programs

EO 3:44 Evaluate insurance plans that provide family security

EO 3:45 Describe the program and purposes of social security

TPO 3:5 Analyze the effect of consumer citizenship on family financial security

EO 3:51 Relate effective consumer citizenship to family financial security

EO 3:52 Describe the functions of government and private organizations and services that protect the consumer

EO 3:53 Interpret the value of protecting consumer rights and accepting consumer responsibilities

EO 3:54 Collect and interpret consumer information

EO 3:55 Analyze the impact of ethics on consumers from all levels of society

COMPETENCY 4: Ability to utilize criteria for developing guidelines in the areas of consumer buying

TPO 4:1 Interpret the principles of consumer purchasing

EO 4:11 Outline factors for selecting shopping facilities

EO 4:12 Establish guidelines for buying

EO 4:13 Consider factors in buying services

EO 4:14 Explain the rights and responsibilities for both the buyer and seller in a business transaction

EO 4:15 Describe the importance of the role of communications between buyer and seller

EO 4:16 Interpret legal contracts and warranties

TPO 4:2 Describe the factors that influence housing decisions

EO 4:21 Explain the alternatives in housing

EO 4:22 Determine methods of evaluating housing

EO 4:23 Describe the legal and financial aspects of housing

EO 4:24 Investigate the factors that affect choices for home furnishings and equipment

EO 4:25 Identify factors that influence the buying of furnishings and equipment

TPO 4:3 Establish guidelines for buying and maintaining automotive products and services

EO 4:31 Analyze factors for buying automotive products

EO 4:32 Analyze factors for utilizing automotive products and services

EO 4:33 Review buying and maintenance guides for automotive products and services

TPO 4:4 Develop guidelines for planning and purchasing food

EO 4:41 Analyze the significance of food

EO 4:42 Relate technology and food trends to the cost of food

EO 4:43 Relate the importance of meal planning to effective food management

EO 4:44 Analyze factors affecting the food budget

EO 4:45 Formulate guidelines for food purchases

TPO 4:5 Develop guidelines for selection and purchase of clothing

EO 4:51 Establish criteria for planning a wardrobe

EO 4:52 Review clothing needs throughout the family life cycle

EO 4:53 Investigate the aspects of clothing buymanship

COMPETENCY 5: Analyze job and career opportunities related to consumer education

TPO 5:1 Relate consumer education to career and job opportunities

EO 5:11 Investigate entry levels for various jobs and careers

EO 5:12 Analyze education and training required for various levels

EO 5:13 Examine the interrelatedness of employment and home life

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COMPETENCIES IN FAMILY LIVING (FL)

COMPETENCY 1: Ability to analyze various stages of human development

- TPO 1:1 Analyze individual needs at various stages of development
  - EO 1:11 Identify basic individual needs
  - EO 1:12 Identify concepts and theories of development
  - EO 1:13 Describe the stages of character development
  - EO 1:14 Relate familial and societal influences on personality and character development
  - EO 1:15 Relate individual needs (both actual and perceived) to personality development
  - EO 1:16 Relate self-theories to personality and character development
  - EO 1:17 Determine aspects of individual maturity in areas of development
  - EO 1:18 Relate inner security of the individual to a variety of societal pressures
  - EO 1:19 Describe coping behaviors
- TPO 1:2 Determine the areas of influence upon value development and stabilization
  - EO 1:21 Identify areas of influence upon value development
  - EO 1:22 Describe the interrelatedness of values, standards, and goals
  - EO 1:23 Identify values, standards, and goals which respect the rights of self and others
  - EO 1:24 Recognize the essential processes for accomplishing goals
- TPO 1:3 Analyze influences of various aspects of human development on an evolving philosophy of life
  - EO 1:31 Relate specific individual needs to a personal philosophy
  - EO 1:32 Recognize incongruencies between self-needs and societal pressures

EO 1:33 Examine the consistency of values, standards, and goals with the expressed personal philosophy of life

EO 1:34 Recognize that philosophies are ongoing and changing throughout the life cycle

TPO 1:4 Demonstrate sensitivity to the real world in dealing with own needs and those of others

EO 1:41 Express personal philosophy of family life and marriage-family relationships

EO 1:42 Express personal philosophy of child rearing

EO 1:43 Express mental health principles relative to communication with self and others

COMPETENCY 2: Ability to assess psychosocial dynamics of group relationships

TPO 2:1 Analyze individual interaction in groups

EO 2:11 Identify various group constellations

EO 2:12 Recognize varying role expectations and conflicts within and between groups

EO 2:13 Identify values, standards, and goals of diverse groups

EO 2:14 Relate effective functioning within the individual to the individual's functioning within groups

EO 2:15 Relate family roles to group roles

TPO 2:2 Demonstrate specific supportive interpersonal techniques with individuals and groups

EO 2:21 Identify components of meaningful communication

EO 2:22 Explain kinds of communication

EO 2:23 Identify group influences on individual behavior

EO 2:24 Relate components of interaction skills to enhancing relationships with others

EO 2:25 Recognize empathic qualities in self and others

EO 2:26 Describe diverse perceptions of rights and privileges of self and others

TPO 2:3 Analyze functions of the family as the primary group and appraise it as a basic institution of society

  - EO 2:31 Identify various family structures and patterns
  - EO 2:32 Compare the function of the family in today's society with families of the past
  - EO 2:33 Describe the characteristics of families at different stages in the life cycle and relate family functions to each stage

TPO 2:4 Analyze family roles in relation to other institutions

  - EO 2:41 Explain citizenship responsibilities of the individual family unit
  - EO 2:42 Specify family responsibilities for ecological and environmental concerns
  - EO 2:43 Relate other institutions to the family
  - EO 2:44 Describe individual family roles and variations
  - EO 2:45 Examine personal role expectations
  - EO 2:46 Identify possible influence for changing roles

TPO 2:5 Relate the effect of relationships within the family of orientation to future relationships with others

  - EO 2:51 Define the family of orientation
  - EO 2:52 Identify dependent, independent, and interdependent behavior patterns among family members
  - EO 2:53 Identify diverse family roles assumed through family interaction
  - EO 2:54 Relate values, goals, and standards to family dynamics

TPO 2:6 Analyze the impact of institutions on the family

  - EO 2:61 Identify community services which provide assistance to individuals and families
  - EO 2:62 Review legislation relating to the family
  - EO 2:63 Identify reliable materials and media which promote conditions conducive to quality family life appropriate to high school homemaking
  - EO 2:64 Examine the interrelationship of employment and home life

COMPETENCY 3: Ability to assess realistically patterns of heterosexual love relationships

- TPO 3:1 Analyze male and female differences in relation to psychological, sociological, and biological aspects
    - EO 3:11 Identify biological similarities and differences in male and female
    - EO 3:12 Identify psychological and sociological differences in male and female
    - EO 3:13 Relate male and female role assignments to biological and psychological differences
    - EO 3:14 Relate male and female role assignments to cultural and social expectations
- TPO 3:2 Analyze love relationships
    - EO 3:21 Identify the stages of love
    - EO 3:22 Recognize the interrelationships of love and other aspects of human development
    - EO 3:23 Relate dating patterns to formation of love relationships
    - EO 3:24 Describe patterns of American dating
    - EO 3:25 Relate the formation of love relationships to sexual practices
- TPO 3:3 Examine factors to consider in planning for successful marriage
    - EO 3:31 Identify factors affecting mate selections
    - EO 3:32 Identify variety and role of expectations
    - EO 3:33 Describe the financial responsibilities of marriage
    - EO 3:34 Explain the role of engagement
    - EO 3:35 Identify the role of laws and customs in marriage

COMPETENCY 4: Ability to analyze factors contributing to successful partnership as married persons

- TPO 4:1 Describe components of a strong marital partnership
    - EO 4:11 Recognize possible components of a marriage partnership
    - EO 4:12 Recognize varied aspects of love

- EO 4:13 Relate effective communication to marital strength
- EO 4:14 Recognize factors which contribute to a mutually satisfying sexual relationship
- EO 4:15 Identify steps in the establishment of a mutual philosophy of life

TPO 4:2 Analyze conflict in marriage

- EO 4:21 Identify sources of conflict in marriage
- EO 4:22 Describe various approaches in resolving marital conflict
- EO 4:23 Identify components of marital harmony

TPO 4:3 Analyze diverse approaches to coping with family stresses and crises

- EO 4:31 Identify various stresses and crises
- EO 4:32 Recognize various approaches in handling family stresses and crises
- EO 4:33 Relate individual needs to meeting stresses and crises

TPO 4:4 Apply elements of management to family interaction

- EO 4:41 Identify elements of the managerial process
- EO 4:42 Describe managerial processes for meeting family goals
- EO 4:43 Relate managerial processes to varying family patterns
- EO 4:44 Relate individual roles to performance of family tasks
- EO 4:45 Relate family traditions and processes to the family's life together

COMPETENCY 5: Ability to assess components of responsible parenthood

TPO 5:1 Recognize factors in preparation for parenthood

- EO 5:11 Identify factors in family planning
- EO 5:12 Identify adjustments necessary in becoming parents
- EO 5:13 Describe the aspects in planning for parenthood

- EO 5:14 Identify adjustments necessary to meet the needs of the child
- EO 5:15 Determine the choices of childbirth
- EO 5:16 Identify roles that surround the newborn

TPO 5:2 Analyze the responsibility of parenting

- EO 5:21 Identify parenting situations and roles
- EO 5:22 Identify parenting techniques as learned behavior
- EO 5:23 Identify parenting issues
- EO 5:24 Relate effective parenting techniques to the child in various stages of development
- EO 5:25 Relate the child to the family
- EO 5:26 Identify causes of parenting failure
- EO 5:27 Identify factors in later years of parenting
- EO 5:28 Examine parenting trends of the future

COMPETENCY 6: Ability to analyze factors relating to the variety of choices in nontraditional lifestyles

TPO 6:1 Describe adjustments of the single person

- EO 6:11 Recognize the reasons some persons choose to remain single
- EO 6:12 Identify society's traditional and changing views of the single person
- EO 6:13 Identify responsibilities of a single person
- EO 6:14 Recognize adjustments in reestablishing self as a single person after separation, divorce, or death of spouse
- EO 6:15 Recognize adjustments in becoming a single parent

TPO 6:2 Compare nontraditional lifestyles

- EO 6:21 Describe various types of lifestyles
- EO 6:22 Examine reasons for lifestyle choices
- EO 6:23 Explore advantages and disadvantages of various lifestyles

EO 6:24 Compare positive and negative aspects of various lifestyles for children

COMPETENCY 7: Ability to analyze career and job opportunities in the field of family life

TPO 7:1 Describe professional and paraprofessional career opportunities related to family life

EO 7:11 Identify occupations related to family life

EO 7:12 Determine educational preparation and entry level competencies necessary for employment in family related occupations

EO 7:13 Identify professional resources in the field of family living

COMPETENCIES IN FOOD AND NUTRITION (FN)

COMPETENCY 1: Ability to analyze the interrelatedness of nutrient intake, food and eating patterns as necessary in maintaining and improving health

- TPO 1:1 Determine major functions of food in relation to values held by different ethnic and sociocultural groups
  - EO 1:11 Explain the effect of psychological and social factors on food choices
  - EO 1:12 Describe different religious and cultural influences on food choices
  - EO 1:13 Interpret the effect of values and goals on food patterns of individuals
  - EO 1:14 Identify the geographic and seasonal influences on food choices
- TPO 1:2 Analyze the nutrients which contribute to the well-being of the individual
  - EO 1:21 Classify major nutrients
  - EO 1:22 Determine sources of the major nutrients
  - EO 1:23 Identify characteristics of each major nutrient
  - EO 1:24 Analyze primary functions of each nutrient and discuss its interrelatedness with other nutrients
  - EO 1:25 Describe the six major physiological processes involved in the body's utilization of nutrients
  - EO 1:26 Describe the results of a deficiency in, and/or toxicity from, each major nutrient
- TPO 1:3 Develop plans to meet nutrient needs of individuals in various stages of the life cycle
  - EO 1:31 Relate food intake to health and appearance
  - EO 1:32 Analyze the food groups as a basis for food choices
  - EO 1:33 Differentiate between fads or fallacies and food facts
  - EO 1:34 Assess ways individual needs affect nutritional requirements

EO 1:35 Select foods to meet personal nutritional needs

COMPETENCY 2: Ability to evaluate management techniques for food preparation in home, school, and industry

- TPO 2:1 Determine effective work areas for food preparation in the home and school
  - EO 2:11 Identify the various types of work areas
  - EO 2:12 Determine the most appropriate arrangements of work areas for efficiency and safety
  - EO 2:13 Organize each work area for convenient operation
- TPO 2:2 Select, use, and care for home and institutional equipment
  - EO 2:21 Identify home and institutional equipment and determine guidelines for selection
  - EO 2:22 Demonstrate proper use and care of equipment
  - EO 2:23 Develop a preventive maintenance program
  - EO 2:24 Plan arrangement and storage of equipment
  - EO 2:25 Select inventory procedures
- TPO 2:3 Apply standards for sanitation in the kitchen
  - EO 2:31 Analyze reasons for personal hygiene and sanitation in the work area
  - EO 2:32 Delineate the relationship between causative agents and food borne illness
  - EO 2:33 Relate public health regulations (local, state, federal) to situations in home and industry
- TPO 2:4 Employ recognized safety practices as a continuing process in work performance
  - EO 2:41 Recognize potentially hazardous conditions and safety precautions
  - EO 2:42 React effectively in emergency situations
  - EO 2:43 Apply public health and safety regulations
  - EO 2:44 Appraise physiological, emotional, and educational limitations of individuals

COMPETENCY 3: Ability to plan, prepare, and serve food designed to meet the needs of individuals and groups throughout the life cycle

- **TPO 3:1** Examine the principles of management associated with available time, expendable energy, and the food budget to the planning, preparing and serving nutritious and attractive meals
    - EO 3:11 Identify the role of the meal manager and meal related activities
    - EO 3:12 Demonstrate ability to plan weekly menus within budgetary limitations
    - EO 3:13 Organize activities to save time and energy
- **TPO 3:2** Apply the principles of meal planning for designing menus appropriate for individual needs
    - EO 3:21 Determine the importance of portion control
    - EO 3:22 Analyze menu plans for meeting individual nutritional needs
    - EO 3:23 Recognize psychological and aesthetical factors in planning menus
    - EO 3:24 Plan daily menus which reflect cultural differences
- **TPO 3:3** Select and use food service plans appropriate to given situation
    - EO 3:31 Develop ability to select dinnerware, linens, flatware, and glassware
    - EO 3:32 Design and plan table decorations, table settings, and food arrangements that reflect knowledge of art principles
    - EO 3:33 Serve food in accordance with stated guidelines in a variety of situations, either in a home or commerical setting
    - EO 3:34 Identify and compare merchandising techniques in food service operations
- **TPO 3:4** Appraise the values of established and accepted behavior at the table
    - EO 3:41 Identify the principles and rules affecting table manners
    - EO 3:42 Practice socially accepted behavior at the table, including consideration for the physical and emotional needs of others

COMPETENCY 4: Ability to prepare food products according to designated standards in both home and industry

TPO 4:1 Demonstrate ability to read, understand, and follow a recipe

EO 4:11 Explain the terminology used in recipes

EO 4:12 Measure ingredients accurately using appropriate techniques in handling ingredients

TPO 4:2 Assess food standards and factors affecting food quality

EO 4:21 Select proper equipment for a specific job

EO 4:22 Identify principles concerning cooking temperatures and food quality

EO 4:23 Identify food storage principles while comparing recommended storage temperatures

EO 4:24 Analyze the relationship between principles of food preparation and the quality of the finished product for home and/or commercial use

EO 4:25 Use criteria for standard products to evaluate finished products

EO 4:26 Analyze the relationship between management principles and food standards

EO 4:27 Relate use of standardized recipe to portion and quality control

TPO 4:3 Assess methods of food preservation

EO 4:31 Analyze the factors which determine appropriate methods for preservation of various types of food

EO 4:32 Compare methods of food preservation in terms of equipment, cost, time, energy, safety, and food quality

EO 4:33 Demonstrate appropriate methods of food preservation

COMPETENCY 5: Ability to demonstrate consumer competence in selecting and purchasing food for both home and industry

TPO 5:1 Appraise elements which operate specifically for the protection of consumers

EO 5:11 Interpret legislation and relate it to food and nutrition

EO 5:12 Identify functions of agencies organized for the protection of consumers

EO 5:13 Use available consumer protection resources

EO 5:14 Select strategies for stimulating interest in consumerism

TPO 5:2 Assess the role of the responsible consumer in the area of food and nutrition

EO 5:21 Recognize ethical business practices in the wholesale and retail market

EO 5:22 Analyze labels for nutritional and product information

EO 5:23 Interpret government policies, standards, and grades

EO 5:24 Evaluate marketing practices in the handling of food as related to quality

TPO 5:3 Appraise considerations which determine the consumer choices of food

EO 5:31 Identify the influences of life style on food choices

EO 5:32 Relate purchases to values and goals

EO 5:33 Analyze economic principles which apply to the consumer and food choices

TPO 5:4 Organize buying plans according to immediate and anticipated needs

EO 5:41 Evaluate buying techniques to cut food costs

EO 5:42 Formulate buying plans

EO 5:43 Analyze the use of convenience foods and other time-saving services

COMPETENCY 6: Ability to analyze career and job opportunities related to food and nutrition

TPO 6:1 Evaluate opportunities at all levels of the career ladder

EO 6:11 Describe worker mobility patterns within the career ladder

EO 6:12 Interpret employment information concerning opportunities in food and nutrition

EO 6:13 Identify required skills and educational preparation for careers in food and nutrition at the various levels

EO 6:14 Identify organizations contributing to professional growth

TPO 6:2 Set up evaluative criteria for employability

EO 6:21 Identify qualities necessary for employability and success in the world of work

EO 6:22 Comprehend procedures used when applying for a job

COMPETENCIES IN HOME MANAGEMENT (HM)

COMPETENCY 1· Ability to utilize a systems approach to management in identifying and achieving goals

TPO 1:1 Determine the role of management in achieving goals

EO 1:11 Describe the meaning of management

EO 1:12 Explain the purposes of management

EO 1:13 Relate the management process to goal achievement

TPO 1:2 Evaluate the use of elements of management in achieving goals

EO 1:21 Identify the basic elements of management

EO 1:22 Relate the role of values to the management process

EO 1:23 Develop guidelines for goal-directed behavior

EO 1:24 Determine factors that influence a standard of living

EO 1:25 Interpret the interrelatedness of values, goals, and standards in the management process

EO 1:26 Describe various categories of resources

EO 1:27 Develop guidelines for the use of resources

EO 1:28 Develop techniques for interchanging resources according to needs and wants

EO 1:29 Analyze managerial practices of using various resources to achieve goals

TPO 1:3 Develop a systems approach to management

EO 1:31 Relate the systems approach to decision making

EO 1:32 Determine factors which influence decisions in management

EO 1:33 Determine how availability of resources influences the implementation of decisions

EO 1:34 Develop a system model for achieving goals

EO 1:35 Distinguish between task-centered and person-centered managerial procedures

EO 1:36 Describe methods for implementing plans for goal attainment in a systems approach

EO 1:37 Establish criteria for effective systems management

COMPETENCY 2: Ability to create management systems for daily living

TPO 2:1 Develop a management system to achieve personal goals

EO 2:11 Identify personal goals

EO 2:12 Identify available resources

EO 2:13 Analyze constraints for management in achieving goals for people in varying life situations

EO 2:14 Determine various approaches to goal achievement

EO 2:15 Develop methods of feedback to determine system effectiveness in achieving personal goals

TPO 2:2 Develop a management system to achieve group goals

EO 2:21 Explain various methods of determining group goals

EO 2:22 Identify available resources of groups of varying income levels

EO 2:23 Analyze constraints for management in achieving group goals for various audiences and their lifestyles

EO 2:24 Utilize group dynamics in creating approaches to goal achievement

EO 2:25 Develop methods of feedback to determine system effectiveness of achieving group goals

TPO 2:3 Develop a management system to achieve goals for the world of work

EO 2:31 Determine overall goals for the world of work

EO 2:32 Determine specific goals for various types of work

EO 2:33 Utilize managerial principles in differing employment situations for achieving work goals

EO 2:34 Evaluate system effectiveness

COMPETENCY 3: Ability to evaluate management within the home

- TPO 3:1 Evaluate management of family housing, home furnishings, and equipment
  - EO 3:11 Interpret management factors which influence the selection of a home
  - EO 3:12 Analyze space utilization in a variety of homes
  - EO 3:13 Describe how home furnishings can facilitate the management process
  - EO 3:14 Organize storage space for efficient management
  - EO 3:15 Compare management processes in a variety of homes
- TPO 3:2 Evaluate techniques for management of food
  - EO 3:21 Explain importance of food management
  - EO 3:22 Determine resources needed for food management
  - EO 3:23 Compare various approaches to problems of food management
  - EO 3:24 Explore ways of expanding food resources
- TPO 3:3 Analyze the role of management in achieving satisfying interpersonal relationships
  - EO 3:31 Identify methods of clarifying personal values
  - EO 3:32 Relate specific individual goals to contemporary problems
  - EO 3:33 Analyze plans for achieving goals within groups
  - EO 3:34 Determine the value of sharing tasks and responsibilities
  - EO 3:35 Determine the value of shared leisure time
  - EO 3:36 Communicate within groups
  - EO 3:37 Describe ways in which individuals can contribute to group management
  - EO 3:38 Develop procedures for managing multiple roles

TPO 3:4 Develop management techniques in child care and guidance

- EO 3:41 Determine guidelines for the provisions of physical needs for optimum growth of the child

- EO 3:42 Determine guidelines for the provision of psychological needs for optimum development of the child

- EO 3:43 Compare task-centered management with child-centered management

TPO 3:5 Evaluate techniques for managing clothing

- EO 3:51 Assess clothing needs

- EO 3:52 Plan procedures for care of clothing

- EO 3:53 Assess methods for care of clothing

TPO 3:6 Analyze management as related to health

- EO 3:61 Identify factors which promote mental and physical health

- EO 3:62 Determine ways management practices can be used to achieve optimum mental and physical health

TPO 3:7 Determine effectiveness of management of transportation

- EO 3:71 Determine needs for transportation

- EO 3:72 Develop alternative ways for meeting transportation needs

- EO 3:73 Compare different plans for meeting transportation needs

COMPETENCY 4: Ability to evaluate financial resources in relation to goals

TPO 4:1 Analyze factors affecting income

- EO 4:11 Identify sources of income

- EO 4:12 Identify types of income

- EO 4:13 Describe income variations during the life cycle

- EO 4:14 Analyze factors influencing income

- TPO 4:2 Interpret responsibilities related to reaching consumer goals
  - EO 4:21 Describe the value of sharing in managing the family income
  - EO 4:22 Explain the use of self-discipline in reaching consumer goals
- TPO 4:3 Assess spending plans for the present and future
  - EO 4:31 Describe the value of planning in money management
  - EO 4:32 Interpret roles of values, standards, and goals in money management
  - EO 4:33 Recognize influences affecting needs and wants
  - EO 4:34 Identify income and expenses
  - EO 4:35 Establish priorities for spending and saving
  - EO 4:36 Develop a spending plan for specific goals
  - EO 4:37 Evaluate spending plans for a variety of situations
- TPO 4:4 Assess methods for keeping financial records
  - EO 4:41 Identify information which should be recorded and filed
  - EO 4:42 Explain types of record-keeping techniques
  - EO 4:43 Plan physical facility for record keeping
  - EO 4:44 Design a system for protecting valuable papers
- TPO 4:5 Determine the value of savings in money management
  - EO 4:51 Communicate purposes of savings
  - EO 4:52 Identify types of savings
  - EO 4:53 Design a savings plan to meet specific needs in various situations
- TPO 4:6 Assess the role of credit in reaching goals
  - EO 4:61 Compare types and sources of credit
  - EO 4:62 Describe multiple aspects of credit
  - EO 4:63 Analyze decisions related to use of credit

TPO 4:7 Develop guidelines for providing financial security

EO 4:71 Analyze different aspects of financial planning

EO 4:72 Recognize the impact of unanticipated events on financial security

TPO 4:8 Assess ways consumer buying affects goal attainment

EO 4:81 Identify various motivations of consumers

EO 4:82 Develop guidelines for buying in order to attain goals

EO 4:83 Evaluate sources of consumer information

TPO 4:9 Propose ways a consumer can assume citizenship responsibilities

EO 4:91 Describe laws and agencies which offer protection for the consumer

EO 4:92 Develop guidelines for recognizing fraud, deception, and quackery

EO 4:93 Determine consumer rights and responsibilities

EO 4:94 Compare sources of information about consumer goods and services

COMPETENCY 5: Ability to relate consumer education to managerial decisions in daily living

TPO 5:1 Propose guidelines for clothing expenditures

EO 5:11 Determine factors involved in buying clothing

EO 5:12 Plan for allocation of resources for clothing expenditures

EO 5:13 Compare different procedures for meeting clothing needs

TPO 5:2 Propose guidelines for food expenditures

EO 5:21 Identify factors affecting the food budget

EO 5:22 Develop criteria for obtaining food

EO 5:23 Determine guidelines for food management

- TPO 5:3 Propose guidelines for transportation expenditures
  - EO 5:31 Explain transportation demands on the budget
  - EO 5:32 Compare costs of various forms of transportation
- TPO 5:4 Propose guidelines for leisure and recreation expenditures
  - EO 5:41 Identify types of leisure and recreational activities for different levels of income
  - EO 5:42 Determine the importance of leisure and recreational activities to mental and physical health
  - EO 5:43 Develop guidelines for leisure and recreational activities
- TPO 5:5 Propose guidelines for housing and home furnishings expenditures
  - EO 5:51 Identify criteria for selecting a home and home furnishings
  - EO 5:52 Explain financial aspects of housing
  - EO 5:53 Develop guidelines for purchasing furnishings and equipment

COMPETENCY 6: Ability to evaluate the interrelatedness of management to careers and jobs

- TPO 6:1 Compare job and career opportunities in management
  - EO 6:11 Identify entry levels to management careers
  - EO 6:12 Describe examples of semi-professional and semi-technical levels of management careers
  - EO 6:13 Identify professional and technical levels of management careers
- TPO 6:2 Analyze skills and competencies necessary for management careers and jobs
  - EO 6:21 Demonstrate ability to use resources in obtaining skills and competencies for management careers and jobs
  - EO 6:22 Illustrate ability to use managerial procedures in obtaining skills and competencies for management careers and jobs

EO 6:23 Relate the effects that competence as a consumer has on ability to obtain skills and competencies for career management

EO 6:24 Analyze plans for efficient use of time and energy in obtaining skills and competencies for management of careers and jobs

TPO 6:3 Describe educational preparation required for careers in management

EO 6:31 Identify education required for employment in management

EO 6:32 Explain the education required for advancement in management

EO 6:33 Identify education required for creativity and/or personal satisfaction

TPO 6:4 Analyze interrelationships of employment and home life

EO 6:41 Describe management problems related to employment

EO 6:42 Examine effects employment may have on management of home

EO 6:43 Determine the effects that management of home has on job efficiency

TPO 6:5 Formulate plans for managing multiple roles of homemaker and wage earner

EO 6:51 Identify ways the use of resources is determined by the role assumed by an individual

EO 6:52 Identify needs and wants in relation to various roles

EO 6:53 Explain the influences of values, goals, and standards on role responsibilities

EO 6:54 Develop a plan for goal achievement in relation to role responsibilities

EO 6:55 Construct plans for effective use of managerial skills of family members

EO 6:56 Develop a plan for management of earnings

COMPETENCIES IN HOUSING, HOME FURNISHINGS, AND EQUIPMENT (HHFE)

COMPETENCY 1: Ability to evaluate the significance of housing, home furnishings, and equipment decisions to individuals and families

- TPO 1:1 Analyze functions of housing, home furnishings, and equipment
  - EO 1:11 Describe ways housing, home furnishings, and equipment afford protection
  - EO 1:12 Justify the needs of individuals for living space
  - EO 1:13 Determine ways in which the need for privacy can be obtained in various housing situations
  - EO 1:14 Determine ways individuals can express creativity through housing, home furnishings, and use of equipment
- TPO 1:2 Analyze the influence of housing, home furnishings, and equipment on individuals
  - EO 1:21 Describe ways housing, home furnishings, and equipment influence individuals physically
  - EO 1:22 Describe psychological influences of housing, home furnishings, and equipment on individuals and families
  - EO 1:23 Specify various rationales for social influences of housing, home furnishings, and equipment on individuals and families
  - EO 1:24 Discuss ways housing, home furnishings, and equipment can affect personal, marital, and family success and happiness
- TPO 1:3 Determine factors influencing housing, home furnishings, and equipment decisions
  - EO 1:31 Describe human factors affecting housing, home furnishings, and equipment decisions
  - EO 1:32 Compare furnishings and equipment provided and needed in various types of housing
  - EO 1:33 Identify environmental factors influencing housing, home furnishings, and equipment decisions

EO 1:34 Identify special requirements influencing housing, home furnishings, and equipment

EO 1:35 Investigate cost factors in various types of housing

TPO 1:4 Recognize the effects of societal changes on housing, home furnishings, and equipment

EO 1:41 Project the effect of population trends on housing

EO 1:42 Consider ecological factors in relation to housing, home furnishings, and equipment

EO 1:43 Relate technological developments to housing, home furnishings, and equipment

COMPETENCY 2: Ability to assess housing choices available to individuals and families

TPO 2:1 Describe different types of housing

EO 2:11 Identify the characteristics of different types of housing

EO 2:12 Plan housing to meet individual and family situations

TPO 2:2 Evaluate various aspects of housing

EO 2:21 Describe living space needs based on the differences in individuals and families

EO 2:22 Categorize living space areas as to basic function

EO 2:23 Solve zoning problems in specific housing situations

EO 2:24 Relate factors of circulation and storage to space utilization

EO 2:25 Determine standards and alternatives for home comfort and sanitation provisions

EO 2:26 Evaluate construction of living space

EO 2:27 Identify symbols and terminology used in working drawings of house plans

EO 2:28 Identify styles of architecture and relate to individual and family needs and interests

EO 2:29 Identify factors to consider in the selection of a location for living

COMPETENCY 3: Ability to assess the management and consumer aspects of housing and interior finishes

- TPO 3:1 Analyze the legal and financial aspects of obtaining housing
  - EO 3:11 Describe advantages, obligations, and financial aspects of purchasing, renting, or leasing housing
  - EO 3:12 Describe factors to be considered in building a home
  - EO 3:13 Identify the guidelines for determining insurance needs of homeowners
  - EO 3:14 Explain ways to minimize the cost of operating and maintaining a home
  - EO 3:15 Describe legal aspects and steps in transfer of home ownership
- TPO 3:2 Analyze general considerations to be used in selecting housing and interior finishes
  - EO 3:21 Identify factors influencing housing choices
  - EO 3:22 Relate the management process to housing and interior finish choices
  - EO 3:23 Apply the elements and principles of design to planning the housing needs of families
- TPO 3:3 Analyze the factors influencing interior finishes and structural design
  - EO 3:31 Identify factors which determine the selection of backgrounds
  - EO 3:32 Relate lighting to structural design and finish
  - EO 3:33 Evaluate the contribution of structural detail to the value of the home
  - EP 3:34 Analyze factors and principles to consider when determining storage needs for individuals and families
- TPO 3:4 Consider factors influencing home maintenance responsibilities
  - EO 3:41 Plan routine and occasional care for total home maintenance
  - EO 3:42 Compare types of home renovation and remodeling

EO 3:43 Appraise value of do-it-yourself repairs and contracted repairs

EO 3:44 Develop landscape plans for residential areas

EO 3:45 Identify ways satisfaction and pride may be achieved through participation in home care

EO 3:46 Evaluate the contributions of housing maintenance to the community

COMPETENCY 4: Ability to assess the management and consumer aspects of home furnishings

TPO 4:1 Analyze the legal and financial aspects of obtaining home furnishings

EO 4:11 Appraise various methods for providing home furnishings

EO 4:12 Evaluate cost factors of providing home furnishings

EO 4:13 Consider method of payment as it influences values and resources of individuals and families

EO 4:14 Evaluate legal aspects of contracts and credit agreements

TPO 4:2 Analyze considerations influencing selection of housewares

EO 4:21 Categorize housewares as to function

EO 4:22 Consider methods of construction and various features of housewares

EO 4:23 Establish criteria for the purchase of housewares

EO 4:24 Analyze space needs for the use and storage of housewares

EO 4:25 Compare housewares available to the needs of individuals and the family

EO 4:26 Demonstrate the use and care of various housewares

EO 4:27 Relate the management process to housewares

TPO 4:3 Evaluate factors to be used in the selection of table appointments

EO 4:31 Identify table appointments by function

EO 4:32 Investigate materials and construction of various table appointments

EO 4:33 Develop guidelines for the purchase of table appointments

EO 4:34 Evaluate space needs for the use and storage of table appointments

EO 4:35 Compare table appointments to the needs of the family

EO 4:36 Demonstrate the use and care of various table appointments

EO 4:37 Relate the management process to table appointments

TPO 4:4 Appraise considerations influencing accessories selection

EO 4:41 Categorize accessories by function

EO 4:42 Establish criteria for the purchase of accessories

EO 4:43 Relate the selection and arrangement of accessories to the elements and principles of design

EO 4:44 Appraise the value of do-it-yourself accessories

TPO 4:5 Evaluate selection factors for window and floor treatments

EO 4:51 Examine physical properties of commonly-used materials for window and floor coverings

EO 4:52 Consider finishing processes and methods of construction of various window and floor coverings

EO 4:53 Identify functions of window and floor treatments

EO 4:54 Develop guidelines for the selection and care of window and floor treatments

EO 4:55 Relate the management process to window and floor treatments

TPO 4:6 Develop guidelines for the selection of decorative and functional lighting

EO 4:61 Categorize lighting as to decorative or functional

EO 4:62 Describe factors to be considered in the selection of decorative and functional lighting

EO 4:63 Analyze energy requirements for various forms of lighting

EO 4:64 Demonstrate maintenance for various forms of lighting

EO 4:65 Compare lighting to the needs of the family

EO 4:66 Relate the management process to home lighting

TPO 4:7 Compare factors influencing the selection of furniture

EO 4:71 Examine physical properties of commonly-used materials for furniture

EO 4:72 Describe factors characterizing well-designed furniture

EO 4:73 Apply the elements and principles of design to furniture selection

EO 4:74 Critique procedures of furniture care and maintenance

EO 4:75 Describe steps in improving and renovating furniture

TPO 4:8 Evaluate room plans with respect to furniture arrangement

EO 4:81 Analyze room plans based on the elements and principles of design

EO 4:82 Determine functional aspects of room plans and furniture arrangement

TPC 4:9 Analyze factors influencing the care and maintenance of home furnishings

EO 4:91 Critique procedures of home furnishing care and maintenance

EO 4:92 Evaluate home furnishing improvement and renovation

EO 4:93 Describe the psychological influence of home furnishing care and improvement on individuals and the family

COMPETENCY 5: Ability to assess the management and consumer aspects of household equipment

TPO 5:1 Analyze the legal and financial aspects of obtaining household equipment

EO 5:11 Consider various methods for providing household equipment

EO 5:12 Analyze cost factors of providing household equipment

EO 5:13 Consider method of payment as it influences values and resources of individuals and families

EO 5:14 Evaluate legal aspects of contracts and credit agreements

TPO 5:2 Analyze general considerations influencing selection of kitchen utensils and tools

EO 5:21 Examine physical properties of commonly used metals and materials

EO 5:22 Consider finishing processes and methods of construction

EO 5:23 Identify functions of kitchen utensils and tools

EO 5:24 Develop guidelines for the selection and care of kitchen utensils and tools

EO 5:25 Evaluate storage requirements of kitchen utensils and tools

EO 5:26 Relate the management process to small kitchen utensils

TPO 5:3 Evaluate considerations in the selection of portable electric appliances

EO 5:31 Categorize small electric appliances as to function

EO 5:32 Consider methods of construction and optional features of small electric appliances

EO 5:33 Establish criteria for the purchase of portable electric appliances

EO 5:34 Analyze the storage needs for use and storage of portable electric appliances

EO 5:35 Compare small appliances available to the needs of families and individuals

EO 5:36 Demonstrate use and care of various portable electric appliances

EO 5:37 Relate the management process to portable electric appliances

TPO 5:4 Analyze factors influencing major home appliance selection

EO 5:41 Categorize major home appliances as to function

EO 5:42 Consider methods of construction and optional features of major home appliances

EO 5:43 Establish criteria for the purchase of major home appliances

EO 5:44 Analyze the space requirements for installation and use of major home appliances

EO 5:45 Compare major home appliances available to regional and personal needs

EO 5:46 Demonstrate the use and care of various major home appliances

EO 5:47 Relate the management process to major home appliances

TPO 5:5 Evaluate room plans with respect to equipment arrangement

EO 5:51 Analyze room plans based on elements and principles of design

EO 5:52 Determine equipment arrangements based on work space requirements and efficiency

EO 5:53 Evaluate equipment choices in relation to storage space

TPO 5:6 Evaluate equipment care and maintenance procedures

EO 5:61 Review principles of care and maintenance of various appliances

EO 5:62 Develop a plan for routine and occasional equipment maintenance

EO 5:63 Analyze alternative methods for providing equipment maintenance

EO 5:64 Describe the psychological influence of household equipment maintenance on individuals and families

TPO 5:7 Develop strategies for the use of energy and water in the home

EO 5:71 Investigate forms of energy available

EO 5:72 Evaluate energy choices available to the consumer

EO 5:73 Compare energy available to the needs of the consumer

EO 5:74 Appraise use of energy in the home

EO 5:75 Interpret information available on fuel bills and fuel meters

EO 5:76 Investigate various sources of domestic water

EO 5:77 Appraise use of water in the home

EO 5:78 Interpret information available on water meters and bills

EO 5:79 Relate the management process to energy and water use

COMPETENCY 6: Ability to compare educational preparation and competencies needed for housing-related occupations

TPO 6:1 Examine opportunities at all levels of the career ladder

EO 6:11 Describe the levels in the employment hierarchy

EO 6:12 List sources for job descriptions and interpret findings

EO 6:13 Employ techniques for gathering data on projected job opportunities in a particular locale

EO 6:14 Recognize the relationship of educational preparation for careers in housing and home furnishings to advancement and personal satisfaction

TPO 6:2 Formulate factors contributing to employability

EO 6:21 Analyze skills and competencies needed for positions in housing, home furnishings, and equipment

EO 6:22 Relate concepts of initiative, reliability, interpersonal relations, and honesty to success in the world of work

EO 6:23 Identify social qualities necessary for employability

EO 6:24 Evaluate one's own personal qualities and job-related skills in relation to employability

APPENDIX C

Field-Test Instruments

FIELD TEST STRUCTURE

TEST SITES

19 COLLEGES AND UNIVERSITIES

- TEACHER EDUCATOR LEADERSHIP
- ADMINISTRATOR EVALUATION
- INSTRUCTOR EVALUATION AND INPUT
- LEARNER TEST SCORES AND EVALUATION

EPD CONSORTIUM D

FIELD TEST ORIENTATION AND COORDINATION

DATA COLLECTION AND ANALYSIS

REVIEW BOARD

REVIEW BY STEERING COMMITTEE

CURRICULUM DEVELOPMENT SITES

SAM HOUSTON STATE UNIVERSITY

STEPHEN F. AUSTIN STATE UNIVERSITY

TEXAS TECH UNIVERSITY

TEXAS WOMAN'S UNIVERSITY

- INTEGRATION OF TEXAS DATA
- CONTENT REVISIONS

OVERVIEW OF CURRICULUM GUIDE PROJECT

Institutional Involvement

Key institutions preparing vocational homemaking teachers are participating in the development of competency-based curriculum guides designed to support the preparation of future teachers. A variety of guides are being prepared to relate to subject-matter areas and to teacher education.

Although these guides will be used primarily as a resource for college and university instructors, they are also used for curriculum planning in a department. Each institution has a different structure and sequence of courses, but cumulatively they prepare teachers of vocational homemaking. If you are participating in the review or use of these materials, your suggestions will be of critical importance in development of the curriculum.

Competencies

Competencies for this project have been developed over a period of three years using as resources, home economists, teacher-educators, supervisors, and beginning teachers. Guides in child development, consumer education, food and nutrition, teacher education, housing, home furnishings and equipment, home management, clothing and textiles, and family living are now in the experimental, field-testing process.

Each subject-matter person or teacher-educator needs to be aware of all the competencies in their field, and it may be of interest to recognize the diversity of competencies expected. The guides have been structured with enabling objectives and suggested strategies for each competency. This format permits the shifting of a given competency or objective from one course to another within a given institution.

Curriculum Interface

A key curriculum concern on some campuses has been the scope and quality of the competency expected within a limited number of courses for each subject-matter area. If faculty plan together, identifying the course in which each competency is approached, guides can be shared in a manner that facilitates teaching.

In subject-matter areas, classes include students of diverse majors, as well as those majoring in home economics education. A key point of evaluation will be the congruence of these competencies for future teachers, with those needed for persons majoring in the subject-matter area.

Feedback

Utilization of the curriculum materials will relate to several types of problems, for which your assistance and guidance is requested.

A. Institutionalization:

1. How can it fit your course sequence?
2. For which courses are they intended?
3. Which instructors are utilizing them?
4. How important is teacher education to your total program?
5. Are all the competencies in a given area approached in some course?
6. Are the guides helpful in overall curriculum evaluation?

B. Course Enrichment:

1. Will the competencies mesh well with your present course objectives?
2. Are resources helpful? Can you suggest others? Are they congruent with your primary sources?
3. Whether you use "objectives" or "competencies" as your course goals, do the enabling objectives help to focus class objectives?
4. Are the pre and posttests appropriate to all or part of your course evaluations?
5. Is the competency-approach motivating for students?

C. Development of Guides:

1. Appendices are designed to facilitate your teaching. Are they appropriate for the level of reading and understanding of your students?
2. Can you contribute or (identify the need of) specific additional appendices?
3. Do you have some tried-and-true strategies you would like to have added for some enabling objectives?
4. Can you recommend ways to regroup competencies in a more serviceable way for instructors?

D. Project Data:

Faculty responsible for the development of the guides include:

Child Development: Family Living:	Dr. Vera C. Taylor Texas Woman's University
Consumer Education: Housing, Home Furnishings and Equipment:	Dr. Gloria Durr Stephen F. Austin State University
Foods and Nutrition: Clothing and Textiles:	Dr. Allena Pace Sam Houston State University
Teacher Education: Home Management:	Dr. Camille Bell Texas Tech University

Field Tests:

The primary goal of the field effort is the improvement and refinement of the instructional guides. We sincerely appreciate all suggestions from participating administrators, teacher-educators, and subject-matter instructors. Our data will encompass institutional involvement, teacher recommendations, learner-gain scores, and learner attitudes.

We are seeking individual recommendations from each participating instructor. Learner data can be summarized on one form for each class. The introduction to testing might be:

"This pretest represents competencies to be demonstrated by a vocational homemaking teacher in Texas. It will be helpful in the planning of our class and individual activities. At the end of this course/unit term, we will complete a posttest."

It is assumed that no references are used during testing and that competencies may be approached through large group, small group, or individualized activities.

Data Collection:

From each participating institution, four types of data will be collected:

(1) Recommendations and critique of guides (participating faculty)

(2) Summary of pre and posttest learner scores (faculty completing classroom testing)

(3) Learner attitude scale

(4) Instructor interview.

The field-testing process will be conducted by EPD Consortium D, Dr. Billy N. Pope, Director, and Joanne Bowman, Project Facilitator. A diagram of the field-test process and timeline for field-testing for the next 15 months are attached.

NOTES, CRITIQUE, AND ADDITIONS

Instructor's Name ______________________________

University ______________________________

Date ______________________________

Guide Title ______________________________

Competency Number ______________________________

TPO Numbers ______________________________

Enabling Objectives ______________________________

____

1. Suggested changes in TPO's:

2. Suggested changes in Enabling Objectives:

3. Suggest changes, revisions, and additions to Student Assessments:

Pretest:

Posttest:

4. Learning Experiences:

EO number, short description, and critique of those used:

Favorite experiences:

Problem experiences:

5. Resources:

Those used:

Suggested additions:

Favorite resources:

Other recommendations:

6. Appendices:

Those used and critiqued:

Suggestions for revisions:

Please attach original teacher-made materials you are willing to share (site adaptation sources and put your name and university on materials).

☐	☐	☐	(1-4)
Area	Loc.	Tr.	
☐			(5-6)
Competency			

Do Not Mark

Instructor Form for Home Economics Instructional Guide

Instructor's Name ______________________ Date ______________________

College or University ______________________

Course and Name and Number ______________________

Guide Title ______________________ Competency ______________________

Number of Students Participating ☐ (7-9)

Terminal Performance Objective(s) Validated (TPO) ______________________

____

Enabling Objectives Validated by Numbers (EO) ______________________

____

0 = Not applicable
1 = No, never OR Definitely not
2 = Not usually OR Not really
3 = Yes, usually OR Yes, sort of
4 = Yes, always OR Yes, definitely

1. Was the competency in the guide clearly stated?	0	1	2	3	4	(10-23)
2. Were the TPO's stated clearly?	0	1	2	3	4	
3. Were the EO's stated clearly?	0	1	2	3	4	
4. Were the Emphases appropriate to the EO's?	0	1	2	3	4	
5. Did the Preassessment accurately assess the student's competence in this area?	0	1	2	3	4	
6. Did the Postassessment accurately assess the student's competence in this area?	0	1	2	3	4	
7. Was the Scoring Key for the pre- and postassessment an adequate and helpful tool in analyzing the pre- and postassessments?	0	1	2	3	4	
8. Were the Experiences clearly and completely stated?	0	1	2	3	4	
9. Were the Experiences related to the Enabling Objectives?	0	1	2	3	4	
10. Were the Appendices useable for instructional purposes?	0	1	2	3	4	
11. Were the Resources adequate for instruction?	0	1	2	3	4	

12. Were the Resources easily obtainable? ___ 0 ___ 1 ___ 2 ___ 3 ___ 4

13. Was the content of the guide appropriate to the Student? ___ 0 ___ 1 ___ 2 ___ 3 ___ 4

14. Was the guide helpful to the Instructor? ___ 0 ___ 1 ___ 2 ___ 3 ___ 4

15. Check the parts of this guide which were the most outstanding and useful.

___ Statement of competency

___ TPO's

___ EO's

___ Emphases

___ Experiences

___ Resources

___ Appendices

___ Preassessment

___ Postassessment

(24-32)

16. Check the areas that need revision

___ Statement of competency

___ TPO's

___ EO's

___ Emphases

___ Experiences

___ Resources

___ Appendices

___ Preassessment

___ Postassessment

(33-41)

Area Tr. Loc. (1-4)

Competency Maj. (5-7)

Do Not Mark

Student Form for Home Economics Instructional Guide

Student's Major________________________ College or University________________________

Instructor's Name__________________________ Date__________________

Guide Title__________________________ Competency Number_______________

Please share with us your perceptions of the competency-based part of your course by checking the appropriate number:

0 = Not applicable
1 = No, never OR definitely not
2 = Not usually OR Not really
3 = Yes, usually, OR Yes, sort of
4 = Yes, always OR Yes, definitely

(8-22)

1. Do you have a clear understanding of the competency stated in this unit?	0	1	2	3	4
2. Were the class activities interesting and informative?	0	1	2	3	4
3. Did the class activities help you reach the competency stated in this unit?	0	1	2	3	4
4. Were the resources, (books, pamphlets, journals) interesting?	0	1	2	3	4
5. Were the resources used appropriate to your needs in this course?	0	1	2	3	4
6. Were the resources readable and understandable?	0	1	2	3	4
7. Were the class handouts understandable and informative?	0	1	2	3	4
8. Were the worksheets interesting to complete and helpful in understanding the subject area?	0	1	2	3	4
9. Were the class group discussions interesting and informative?	0	1	2	3	4
10. If you did an individual or group project during this unit, did you find it interesting, informative, and helpful in gaining competence in this area?	0	1	2	3	4
11. Were the transparencies interesting and informative?	0	1	2	3	4
12. Did the handouts and/or worksheets and/or transparencies help you reach the stated competency?	0	1	2	3	4
13. Do you think the preassessment helped you to identify what you needed to learn in this unit?	0	1	2	3	4
14. Do you think the post assessment accurately evaluated your competence(abilities and knowledge) in this area?	0	1	2	3	4
15. Did this competency-based unit help you to understand what a home economics teacher needs to know in this subject area?	0	1	2	3	4

APPENDIX D

Pamphlet For Materials

Instructions for Ordering

1) Send orders to:
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University
Instructional Guides
for Vocational
Home Economics Education:
Basic Competencies for
Eight Areas

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HOME MANAGEMENT

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CONSUMER EDUCATION

fl
FAMILY LIVING

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FOOD NUTRITION

te
TEACHER EDUCATION

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CHILD DEVELOPMENT

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Project Overview

The Competency-Based Home Economics Curriculum Project of Texas is a true example of the innovative and cooperative nature of competency based teacher education. Those involved in the project include: Texas Education Agency personnel; secondary teachers; key area consultants; teacher educators; subject matter instructors; and students from 19 colleges and universities in Texas. The first goal of this five year project was the identification of essential competencies needed for beginning vocational homemaking teachers. Competencies were identified and validated by teacher educators, secondary school teachers, state staff, and consultants. The second goal was the development of instructional guides for university instructors in eight subject-matter areas and teacher education. Instructional guides were developed, tested on 19 campuses, and revised for publication. All guides are designed for flexible use by university instructors to assist in the major task of preparing future vocational homemaking teachers.

Basic Competencies for Beginning Teachers of Vocational Home Economics

This publication presents the basic competencies, terminal performance objectives and enabling objectives for the beginning vocational homemaking teachers. It encompasses Teacher Education; Child Development; Consumer Education; Clothing and Textiles; Family Living; Food and Nutrition; Home Management; and Housing, Home Furnishings and Equipment. The competencies are related to the Conceptual Framework of Homemaking Education in Texas, but not limited to it.

Instructional Guides

The series of instructional guides are based on the competency book. Each competency within the particular subject area is presented as a unit with competency statement, terminal performance objectives and enabling objectives. Experiences, resources keyed to a current bibliography, and appendices support objectives. Appendices include student information handouts, transparency hard copies, activity sheets, case studies, supplemental resources, and suggested student evaluations.

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Teacher Education

Suggests multiple approaches to serving males and females of various abilities, ages, cultures, and socioeconomic groups. Contains a wide variety of teaching-learning experiences for the following competencies: fulfilling the professional role, philosophy of vocational home economics programs, establishing interpersonal relationships, planning the total home economics program, instructing vocational homemaking programs, guiding students, and establishing evaluative procedures.

cd

Child Development

Focuses on the changing needs of children and parents in our society. Competency areas include: parenting and infant development, principles and theories of human development, care and guidance, human relations skills, early childhood education, and child development careers.

ct

Clothing and Textiles

Analyzes clothing needs for both men and women within a marketplace of changing technological and economic developments. Clothing construction for both home and industry are emphasized. Competencies include: perspectives of dress, art elements and principles in clothing, consumer citizenship, managing the clothing dollar, clothing construction, careers in clothing and textiles, and commercial sewing.

ce

Consumer Education

Consumer education is designed to prepare individuals for participation in the marketplace. Consumer decisions are based on social, economic, ecological, and value considerations. Competencies reflect the above concepts; individual and family situations in relation to consumer objectives, consumer and the total economy, consumer behavior and credit, consumer buying and jobs and careers in consumer education.

fl

Family Living

Analyzes changing family forms and focuses on solving problems related to human needs. Competencies include: human development and values clarification, group dynamics and community influences, preparation for marriage, the marriage relationship, parenting, nontraditional lifestyles, and careers in the family field.

fn

Food and Nutrition

Focuses on nutrition throughout the life cycle, food technology, supply, and needs of various populations. Also applies management skills to both home and commercial meal planning and table service. Competencies include: nutrition and the quality of life, home and institutional kitchen planning, safety and sanitation, meal management and table service, food selection and preparation, food and nutrition—the consumer, and careers in food and nutrition.

hm

Home Management

Focuses upon the elements of management related to the concept of goal direction. Applies management systems to varying economic levels and cultures. Competencies include: utilizing a systems approach to management, creating management systems for daily living, evaluating management within the home, evaluating financial resources in relation to goals, relating consumer education to managerial decisions in daily living, and evaluating interrelatedness of management to careers and jobs.

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Housing, Home Furnishings and Equipment

Physical environment has a direct influence on attitude, health, and behavior of people. Competencies in housing analyze these aspects as well as economic considerations. Competencies include: housing and home furnishings decisions; assessment of housing choices, of interior finishes, of home furnishings, and of equipment; and jobs and careers related to the housing field.

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